

# WALTON HALL ACADEMY

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# BEHAVIOUR REGULATION POLICY

*Developed:*

9<sup>TH</sup> November 2015

Revised: March 2023

Reviewed: Every 2 years

Next review: March  
2025



# Walton Hall Academy Behaviour Regulation Policy

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Academies, including free schools, and independent schools insert:
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of students, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance for Mental Health and behaviour 2018
- UNCRC article 3, 10 and 28 (2) rights of the student.

## Key Beliefs

We understand that behaviour is communicative and usually reflects an emotion or feeling that stems from an unmet need or needs. These may be unmet social and emotional needs, unmet communication needs, unmet physical and sensory needs, or unmet learning needs. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all pupils, some with complex layered needs. We implement an Attachment and Trauma approach for all, including pupils with Learning difficulties, Autistic Spectrum Conditions, Communication Disorders, Sensory needs and ADHD etc.

## **Aims**

Our school community fosters an ethos of mutual respect where everyone is included and feels safe and secure. We are committed to safeguarding and promoting the welfare of pupils and young people. Quality teaching and learning results from our staff and students engaging in a collaborative learning process. This enables all pupils to fulfil their potential. We encourage intrinsically motivated appropriate behaviours. We value, encourage, admire and celebrate individual effort. We validate the feelings of others and help students to organise their emotions so that they become equipped with strategies to self-regulate. We ensure that a highly nurturing, empathetic, solution focused and restorative approach is used towards challenging situations utilising Emotion Coaching. We develop each student's emotional literacy and their social and emotional competency through the use of Emotion Coaching which promotes and develops resilience and know that adult and student relationships are integral for this to occur.

## **Emotion Coaching**

**Step 1** Recognise the young person's feelings and empathise with them

**Step 2** Label the feelings and validate them

**Step 3** Set limits of the behavior is needed

**Step 4** Problem-solve with the pupil (this may be some time later)

## **Staff Responsibility**

We expect all staff and volunteers to adhere to safeguarding procedures. Developing supportive relationships with pupils is the responsibility of all members of staff. Staff will seek to understand the pupils' perspective of the situation, strive to understand the student's feeling whilst maintaining firm but fair limits on behaviour. Staff will help pupils to develop a range of strategies to manage expectations.

*Please see appendix 1 for specific staff roles and responsibilities.*

## **Role of Parents/Carers/Guardians**

Parents have the right to be aware of their student's progress at school.

We anticipate that the parents/carers of students that are part of our school community, will uphold our key values. By supporting our ethos and expectations, it is expected that parents and carers will invest in the interpersonal relationships. Parents are able to address any queries regarding Emotion Coaching, co- and self-regulation and restorative approaches firstly to the class teacher, then to a member of the Senior Leadership Team. We aim to work with parents to

achieve a shared approach and consistent messages between home and school to support their student's emotional and social competency.

### **Residence**

When students are accessing our residential provision this same behaviour regulation policy is in place, to ensure consistency in the approach and expectations between residence and the main school.

### **Monitoring of behaviours**

*Please see appendix 2 for details on our consequences continuum, methodology of this approach,*

The core concept that underpins the consequences continuum is that increased anxiety leads to increased distress. There are natural consequences that arise from behaviours (positive and negative). These consequences should be proportionate and restorative.

We use the Emotion Coaching method to support students to regulate and reflect on their behaviour.

If a student threatens, hurts or bullies another, then we would also follow the procedures detailed in the **Anti Bullying Policy**. Any allegations of bullying are reported to the Senior Leadership and safeguarding teams.

### **Sexual violence and harassment**

"Sexual violence and harassment, including peer-on-peer (child-on-child) sexual abuse will be taken very seriously in our school and we will use the guidance contained within our Safeguarding & Child Protection Policy, as well as guidance from Part Five in KCSiE (Keeping Children Safe in Education) and the DfE's guidance document 'Sexual violence and sexual harassment between children in schools and colleges' in dealing with such incidents.

### **Physical Intervention**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the *Education and Inspections Act 2006*. Staff only intervene physically to restrain students if they consider it necessary to prevent personal injury to another, or if a student is in danger of injuring him/herself or putting him/herself in a position of danger, or prejudicing the maintenance of good order and discipline at the academy, whether during a teaching session or otherwise. The actions that we take are in line with government and Local Authority guidelines on the restraint of students. If RPI (Restrictive Physical Intervention) is used then this will be communicated to parents and the incident will be recorded in line with aforementioned guidance. All staff receive appropriate training and refresher courses in SCIP Proact (Strategies for Crisis Intervention and Prevention). See use of physical intervention and support policy.

## **Individual Positive Behaviour Support Plans**

Students who frequently exhibit behaviour which may challenge have an individual behaviour plan that sets out likely antecedents and successful strategies for management. The support plan is a working document that is reviewed on a termly basis and modified when required. Please refer to appendix to see how support plans fit in with our interventions.

## **Risk Assessments**

It may be necessary to conduct a risk assessment for a particular behaviour that a student may exhibit. We will attempt to reduce the risk by managing the environment, the way that adults present, talk and act towards the individual and by personalising their curriculum and learning.

## **Exclusion**

It is our ethos that we will make every provision for a pupil to achieve socially and emotionally. However, the Principal monitors all reported serious incidents and has the authority to give fixed-term exclusions to individual pupils if:

- they have seriously broken academy rules
- allowing them to stay in the academy would seriously harm their education or welfare, or the education or welfare of other students

However:

- No student can be given fixed period (non-permanent) exclusions which total more than 45 school days in any one school year
- If a student is excluded for longer than five school days, the academy will set work for them and mark it

If a fixed term exclusion is deemed necessary by the Principal, the academy will contact parents by phone and follow this with a letter that includes information on:

- the period and reason for exclusion
- a parent's duty to ensure that during the first five days of any exclusion their student is not present in a public place during normal school hours, whether in the company of a parent or not
- any arrangements made by the academy that apply from the sixth day of the exclusion

## **Permanent exclusions**

We will usually only permanently exclude a student as a last resort, after trying to improve behaviour through other means. However, there are exceptional circumstances in which the Principal may decide to permanently exclude a pupil for a 'one-off' offence. If the student has been permanently excluded, parents should be aware that:

- the Academy Governing Body is required to review the Principal 's decision and parents may meet with them to explain their views on the exclusion
- if the Academy Governing Body confirms the exclusion, parents can appeal to an independent appeal panel organised by the local authority
- the academy must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

The Principal informs the LA (Local Authority) and the Chair of the Academy Governing Body and SET CEO about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Parents must ensure that their student attends the suitable full-time education provided by the local authority from the sixth day of exclusion. If they do not, the academy or local authority may ask them to sign a parenting contract, may issue a financial penalty or the local authority may prosecute them.

Parents are expected to attend a reintegration interview following any fixed period exclusion. Failure to attend may make it more likely that the court will impose a parenting order if the academy or local authority applies for one.

The Principal and the Academy Governing Body have a right to take action against individuals who bring the good name of Walton Hall Academy into disrepute by their inappropriate behaviour or activities either within, or outside of the academy.

Departmental for Education advice Updated: 26 April 2012 States the following:

### ***What the Law Allows***

*Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."*

### **Academy Council Statement**

The Academy council at Walton Hall Academy believe that children behave well when they feel safe and secure and that behaviour is an expression of need. We strongly advise the school to develop approaches that reflect this belief and support the students in developing their emotional well-being. We also expect the school to provide effective support for students with difficulties.

### **Review**

The Academy Governing Body reviews this policy every two years. They may review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

**Reviewed: June 2015**

**Ratified by Academy Governing Body: Date: 9th November 2015**

**Review date: November 2016**

**Reviewed: 7 th November 2016**

**Review date: November 2017**

**Reviewed: November 2018**

**Review date: November 2019**

**Reviewed: 17th December 2019**

**Review date: December 2020**

**Reviewed: January 2020**

**Ratified by Academy Governing body: 9 th March 2021**

**Reviewed: March 2022**

**Reviewed: March 2023**

## **Appendix 1**

### **Roles and responsibilities**

#### **All staff and Volunteers**

- All members of staff are responsible for supporting the needs of students across the school. Where a student is seen to be having difficulties they should be treated with respect and understanding.
- Shouting and shaming should never be used and is not tolerated at Walton Hall
- Staff will always endeavour to have private discussions with pupils in order to help support any issues that are arising.
- Staff use the Key principles outlined in this policy to support the needs of all our pupils.
- Everyone working with our pupils is made aware of safeguarding procedures
- Good behaviour will also be achieved if our teachers and staff are fully supported within the school community. It is recognised that the role played by all staff is an important, but at times, stressful one. In order for staff to feel supported, regular supervisions are encouraged and occasions to provide well-being opportunities are sought.

#### **Teachers**

- To ensure that all lessons are well planned and meet the learning needs of all pupils
- Use praise and individual discussions to encourage co-operation
- Teach pupils the expectations and routines of the school

- Respond to behaviours- positive and negative- in a consistent manner
- Ensure parents are contacted when a student is having ongoing issues or there has been a 'one off significant issue'
- Record on SIMs when a student is having ongoing issues or there has been a 'one off significant issue'
- Where possible the teacher should do this in order to have the ongoing dialogue. On some occasions a member of SLT or a Learning mentor will liaise with parents for significant one-off issues.
- For ongoing issues, a discussion should be had with the parent(s) as to the best way to keep a dialogue going.
- Writing and updating Individual Support Plans for students in their pastoral class
- Writing and monitoring EHCPs and annual reviews
- Seek additional advice and support where needed (Behaviour support, SLT, School nurse etc.)

### **Teaching Assistants**

Supported by teachers, teaching assistants are regularly the one in contact with parents and support teachers to complete the above. Some TAs are employed as 1:1 for specific pupils and may have very specific roles to support the behaviour of an individual

### **Pastoral and Behaviour Support Worker**

Donna Norton has a non-teaching position in school and supports behaviour management. She leads specific intervention sessions if and when required, supports staff to monitor behaviour and to update support plans, liaises with outside agencies.

### **Residence Staff**

Please see the 'residential statement' which can be found in the policies section of our website.

As well as their roles within residence, many of the residential staff also provide additional support to the students during the school day. These sessions are often in the form of interventions, for which students can be referred by staff, their parents or themselves.

### **SLT**

- Lead the ethos of this policy
- Ensures the policy is implemented effectively
- Ensures effective training for staff



- Oversees the specific needs of pupils across the school
- Provides support to staff, pupils and parents as necessary
- Links with outside agencies to offer additional services
- Line manager for the staff
- Ensures that all tracking and reporting of incidents and additional needs are up to date
- Reviews behaviour recorded on SIMS and monitors issues raised on 'Concern.'

### **Parents**

- Inform the school of any concerns (Class teacher, phase leaders, AHT, HT)
- Have an open dialogue with the school
- Support the school when needing to get further support

### **Academy Council**

- Setting down these general guidelines on policy and of reviewing the effectiveness of this
- Duty to consider parents' representations about an exclusion

### **Appendix 2 Monitoring of behaviours, consequence continuum and methodology**

The most important aspect in students feeling valued, safe and secure is the sense of connection with the member of staff. For most students this can be achieved by simple acknowledgement of the student and the student having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

We can categorise positive recognition as either personal or public. We create an ethos of every student as an individual and that all students are at different stages with their learning and development and their achievement is based on their own personal progress – not as a comparison with others.

For students with additional SEMH needs we look at the specific needs of these students to determine how we approach the use of personal and public recognition.

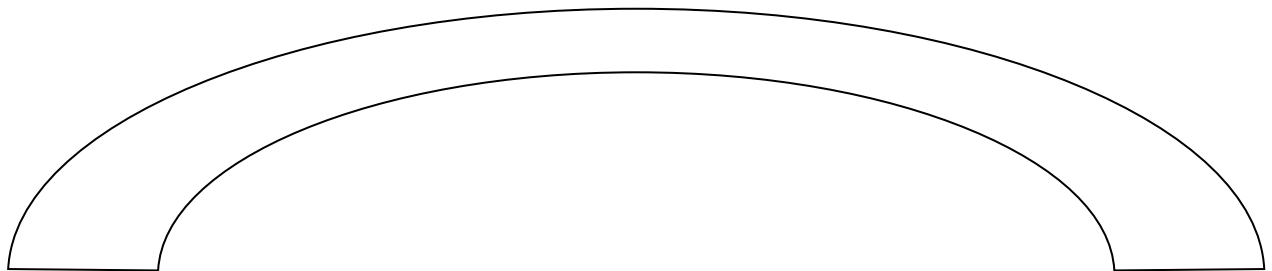
At Walton Hall Academy we have carefully thought about all the types of public positive recognition that are used in order to maximise the positive impact for all pupils and minimise any potential negative associations.

We ensure that systems are not based on control through bribery or overuse of rewards. Consequences are steered towards those that are natural e.g. graffiti is cleaned up or class work is completed at an alternative time if not done in the lesson.

Blanket class sanctions – e.g. whole class staying in or being held behind are not used.

The following approaches are used at Walton Hall

### Consequences Continuum



#### **Needs support for ...**

Severe anxiety

Distress

In need of emotional regulation

Need for Safe Place

#### **Positive consequences eg ...**

Recognise and Reward

Praise

House Points

We understand that as behaviours are a continuum, consequences should be a continuum also and need to be natural, proportionate and give reparation.

## **What do we see?**

Controlled – generally calm

Anxious– Beginning to feel uncomfortable and tense. Avoiding contact, fussing more than usual, sitting away from others and difficulty in concentration/remaining on task

Agitated- Increasing tension and physically unsettled, head on desk. Challenge to staff authority e.g. throwing objects, banging, tapping

Distressed Fight or flight – extremely tense: flight responses, wanting to leave the classroom, confrontational or non-compliant

Dysregulated: Flight, flight, freeze – Loss of self-control. Behaviour driven by the need to escape the source of threat (classroom/person/people/task) Complete shut-down. Locking in bathroom, wedging in tight space, foetal position

## **What do we need to consider?**

### **SEAT**

S.E.A.T. stands for Sensory, Escape, Attention, and Tangible. SEAT is a tool used that we use to help understand the function of an individual's behaviour by attempting to break down the need being communicated by the behaviours.

Sensory: an automatic function e.g. biting

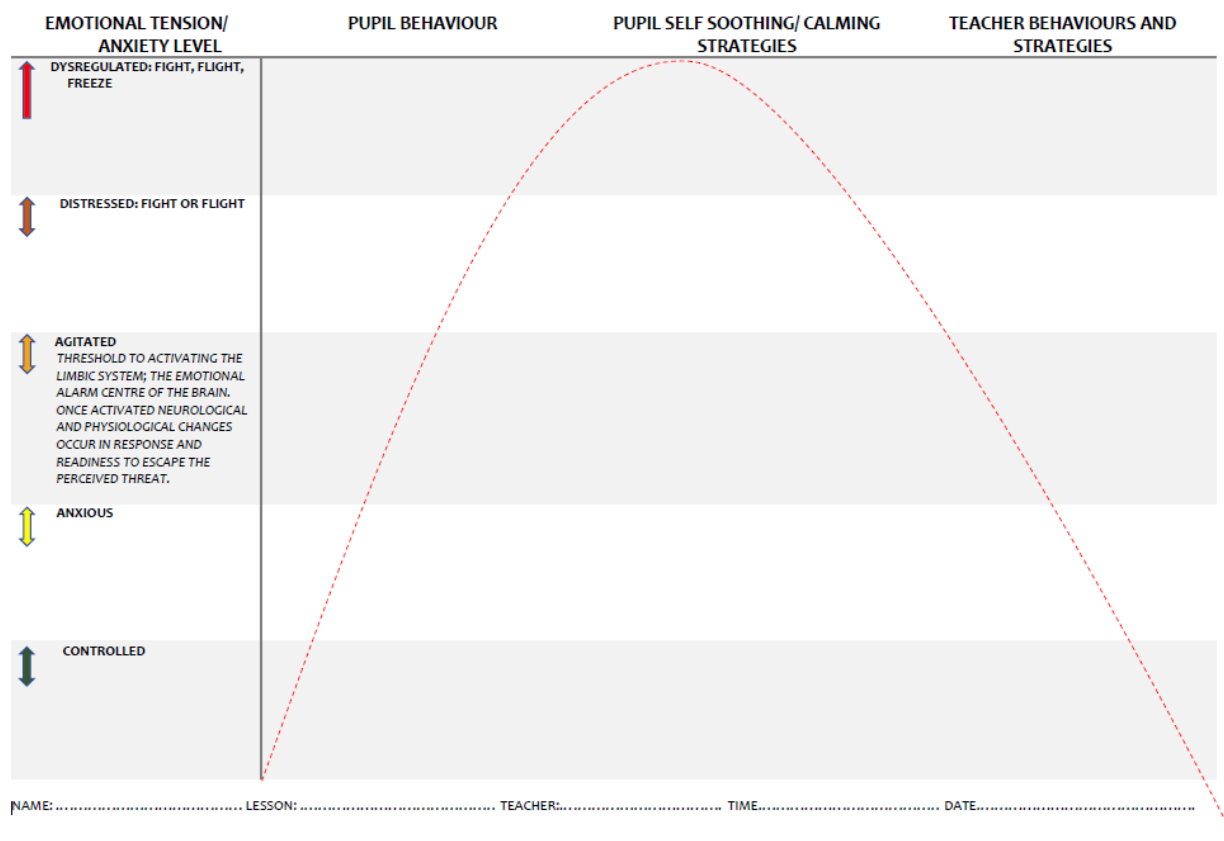
Escape: the individual feels the need to escape a demand or task. This may not actually be physically leaving the room

Attention: the individual needs the caregiver's attention e.g. Shouting or arguing

Tangible: the behaviour is driven by the need to access something e.g. Food

We will always consider the possibility that a pupil is unwell or uncomfortable. For example, a student may be unable to communicate that they are tired or in pain.

When monitoring behaviour, we use the RAMP model to monitor what we see and what strategies are effective to support regulation.



We also understand that after an incident has occurred, a person will enter a depression phase. At Walton Hall Academy, we recognise this and respond in a way that will not reinforce potential feelings of guilt or shame. We use the Emotion Coaching Stages, but accept that it may take some time before restorative measures can take place.

### **Expectations**

The natural consequences of negative behaviour will very much depend on the individual, their SEND and the function of the behaviour. This is not an exclusive list and some may need more significant support from the start. Interventions may not necessarily take place in this order. All staff are encouraged to seek additional advice and support when needed. Interventions will be progressively more intense as needed and will include:

- Encouragement
- Emotion Coaching (explained in main document).
- Regulation time
- Self-elected withdrawal
- General behaviour log
- Contacting parents/carers
- SIMS

Anger management groups

Involve Donna Norton (see staff roles above)

Sensory assessment

Involve SLT (SLT to monitor SIMs and Concern)

PBSP with personalised targets (see example below). These must be regularly monitored and reviewed

Interventions (e.g. friendship groups, Heath psychology input, 1:1 emotional literacy)

Risk Assessment (see example below)

In class amended provision

External support/assessments (e.g. CAHMs, early support, educational psychologist)

Physical intervention (All staff are SCIPr trained. This is absolute last resort)

Exclusion

### **Recognition**

We aim to embed the understanding that positive behaviour is met with a positive natural consequence. A key natural consequence is that a student is happy, engaged and experiencing the delight of learning and being involved in positive relationships with staff and peers. In addition to this, we aim to reinforce this with consequences that have meaning or value to the individual. These can be modified to suit the age and ability of each student.

Examples used are

Verbal Feedback (Catch them being good)

Use pupil work as good examples

Displays (Positivity tree, Wonder walls, work on display)

House points

Raffle tickets

Phone call/email/home-school diary used to communicate positive behaviour with home

Taken to SLT/another member of staff

Certificates (pupil of the week/Scientist of the week/bespoke recognition of positive behaviour)

Achievement assemblies

Praise postcards

Reward trips

Appendix 3



**STUDENT SUPPORT PLAN**

**PART 1: PEN PORTRAIT**



<b>NAME</b>		<b>DOB</b>	
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<b>SEN information (including diagnosis, medical details, setting events)</b>

<b>Strengths</b>

<b>Hobbies and interests</b>

<b>Dislikes</b>

<b>How can you help me to have a good day?</b>

<b>Document completed by:</b>	
<b>Date completed:</b>	
<b>Review dates:</b>	



## STUDENT SUPPORT PLAN

### PART 2: POSITIVE BEHAVIOUR SUPPORT

<b>NAME</b>		<b>DOB</b>	
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Target behaviours			

Behaviour function

Potential Triggers

Proactive (Prevention Strategies)

Active (Replacement skills/developing skills)

Reactive (Responding strategies including emergency action)

<b>Document completed by:</b>	
<b>Date completed:</b>	
<b>Review date:</b>	



## STUDENT SUPPORT PLAN

### PART 3: RISK ASSESSMENT

<b>NAME</b>		<b>DOB</b>	
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	Nature of risk	Degree of risk		
		A	B	C
		Before/After Strategies		
<b>To the pupil</b>				
<b>To others (specify who)</b>				
<b>Property/use of equipment</b>				
<b>Hazard Rating (A):</b> 1 = Minor injury/Mild Stress, 2 = Serious injury/Moderate Stress, 3 = Fatal/Major Injury/adverse emotion or extreme stress  <b>Likelihood (B):</b> 2 = unlikely, 4 = occasional, 6 = probable  <b>Risk Priority (C):</b> A X B for each area added together.  <b>Scores:</b> 2 - 4 = low, 6 - 16 = medium, 18 - 30 = high, over 30 = exceptional  Where a 0 is placed the score is to be added with the second column to count as the risk for than row.		<b>Risk rating before proactive and support strategies are in place</b>		
		<b>Risk rating following positive support plan strategies put in place</b>		

<b>Document completed by:</b>	
<b>Date completed:</b>	
<b>Review date:</b>	