Behaviour Regulation Policy

Policy Information	
Policy Owner	Headteacher
Issue Version	1.0
Approving Committee	Safeguarding & Wellbeing Committee
Adopted Date	June 2021
Review Cycle	Annual
Last Review Date	March 2023
Next Review Date	7th May 2024

Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

Signed   **Date:** 01.07.21

(Chair of Trust)

1. Introduction - Quick Read version – on a page for family handbook

1.1 This policy should be read in conjunction with other school policies: Relationships Policy, Positive Handling and Contact Policy, Safeguarding and Anti-Bullying Policy.

> **"Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences."**
> **Dr. Dan Siegel, 'The Whole Child Brain.'**

2. Rationale

2.1 The Department <u>for</u> education guidance for Head teachers and school staff outlines the statutory duty of schools in relation to developing a behaviour policy, is largely based on a behaviourist approach.

"Head teachers, proprietors and governing bodies must ensure that they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions."

(DfE, Behaviour and discipline in school: Advice for Head teachers and schools' staff, published July 2013; last updated January 2016.)

2.2 (Although a behaviourist approach can work for the majority of children and young people, it is not successful with all.)This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) - traumatic life experiences that occur before the age of 18. For these children who have experienced trauma and loss, behaviourist approaches often serve to re-traumatise and do not teach them how to express their emotions in a more appropriate manner.

Aims and Purpose

3.1 This policy aims to promote a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and punishment linked to behaviour, towards a more <u>humanist, relational approach3.1</u> which is inclusive for all, can benefit the whole school community, and brings together a range of approaches informed by research and evidence.

3.2 It recognises and aims to take account of the increasing challenge that our school faces in supporting pupils with complex SEMH needs and meets targets around attainment and governmental scrutiny. It acknowledges the responsibility held by head teachers for looking after the well-being of all members of the school community, particularly teaching staff.

Key Principles

i   **Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).**

ii   **Behaviour is a form of communication**; as outlined in the 2014 SEN Code of Practice.

iii   **Taking a non-judgemental, curious and empathic attitude towards behaviour;** viewing children with challenging behaviour as vulnerable rather than with the right to appropriate support.

iv   **Putting relationships first**. This requires a school ethos that promotes strong relationships as outlined in our Relationships Policy. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all of its members.

v   **Maintaining clear boundaries and expectations around behaviour** In order for children to feel safe, their learning environment needs to be high in both nurture and structure. These must be in place and modelled appropriately within the context of the care outlined in our Relationships Policy. Natural and logical rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce ==‘sanctions’ or be punitive== in ways that can shame, limit learning about behaviour and relationships and potentially lead to more negative behaviour.

vi   **Not all behaviours are a matter of ‘choice’** and not all factors are linked to the behaviour of the child are within their control. Therefore, the language of choice e.g. ‘good choice/ bad choice’ is not always helpful. Using the language of ‘expected’ rather than ‘acceptable’ behaviour is also in line with a commitment to avoid shaming and supports the needs of all our pupils, many of who are on the autistic spectrum.

vii   **Behaviour must always be viewed systematically and within the context of important relationships.**

viii **Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for the needs of children’s SEN and SEMH needs.**

ix   **Team Teach expectations and scripted interventions underpin our work with pupils.**

x   **A graduated approach.** Our policy is differentiated according to pupils’ SEN and SEMH needs, as are all areas of the curriculum. We ensure that our relationships with and knowledge of each child ensures that all children can learn from and grow within the structures we have in place at a level that they access. Pupils who are identified as particularly ==vulnerable== will need specific approaches tailored to their individual needs, experiences, strengths and difficulties. These will need to be planned in conjunction with parents and carers and relevant agency partners, shared sensitively:

      All children will need to feel safe and calm in order to learn. The principles of the school relationship policy will support this. Much of what will help children to feel safe and calm enough to learn is based around, adaptive high quality teaching.

      All children will need support beyond high quality teaching and relationships to feel safe and calm enough to access learning.

All children will need increasingly individualised intervention programmes to help them feel safe and calm enough to access learning. All have individual needs

Universal??

The policy in daily practice

5.1   The expected behaviour of pupils stems from the three school rules:

1.   BE SAFE
2.   BE KIND
3.   BE READY TO LEARN

5.2   In line with our belief in the inherent goodness of all people as set out in the relationships policy, every opportunity to praise *expected* behaviour with specific labelling for modelling purposes should be taken e.g. 'Well done. When you shared your resources, you were being kind.' Class staff may wish to set specific daily or session targets to encourage pupils and meet their developmental needs.

5.3   When we see pupils engaged in behaviour that falls outside of the school rules and where modelling and CPI Safety Intervention basic principles have not been successful, a scripted intervention using the **interrupt/redirect/ reinforce** structure should be used as below. for pupils through structure with nurture.

The use of consequences

6.1 Pupils who are communicating through persistently unkind, unsafe or not ready to learn behaviour may need to be supported further through a consequence.

6.2 In line with our relationships policy, these consequences should be natural or logical, not punitive.

6.3 **Natural consequences:** Happen automatically and are not decided or imposed by a person. This is the best choice of consequence when possible. It supports children in understanding cause and effect and to learn from exploring their mistakes e.g. 'If you throw your food, your food is on the floor.' 'If we are late going out to play, playtime will be shorter.'

6.4 **Logical consequences:** These are imposed by a person, directly related to the incident or 'offense'. This is the best choice when a natural consequence is not available e.g. 'Our timetable says maths before play so if we haven't completed our maths in the lesson, we will have to complete it during playtime. 'If you are unsafe in the swimming pool, I will need to keep you safe by keeping you back from swimming.' 'If you throw the I-pad, it may be broken and then we can't use it anymore.'

6.6 It is important to note that logical consequences, when imposed or said in anger or in a spirit of punishment, *become* punishment and thus are ineffective.

6.8 Wherever possible, but certainly after unkind or unsafe behaviour has been shown, a restorative conversation should take place. Restorative conversations are a gentle teaching moment for some about what it means to belong to Courtlands and for those who are able, a reflective moment. **It is essential that the pupil is regulated and calm before this happens** and as such may need to take place sometime after the incident.
The following format should be used for pupils who are cognitively able to access it.

How we measure and record behaviour

7.1.3 In line with our relationship policy, parents and carers are informed when their child has communicated through behaviour that it not safe, kind or ready to learn to support conversations at home and curiosity about any patterns or triggers for behaviour.

7.1.5 In line with our Relationships Policy, class staff are expected to invest in clear communication with families by making phone calls home in the event of a serious behaviour incident so that parents and carers are fully informed about their child's day.

Systematic recording

7.2.1 Teaching staff record behaviour data daily using the code system on Arbor.
Support for the use of this code system is covered as part of staff induction. This information (in line with our non-shaming relationships policy) is not shared with pupils but acts to support systematic curiosity about behaviour patterns to inform intervention or to assess a higher level of need when reviewing SEN banding for example. This data is shared with parents on a termly basis via IEP reviews.

Parents as Partners

8.1 The purpose of sharing information about a child's behaviour is to provide details of what the child behaviour has communicated throughout the day so that parents can be attentive to the needs of their child. It is not to recommend punishment.

8.2   Details of a child's behaviour patterns in school are shared in a variety of ways:

    i   Celebrations of SAFE, KIND and READY TO LEARN behaviour via the Seesaw app.

    ii   Phone calls home to share successes or inform about behaviour that shows progress.

    iii   Surprise post cards home celebrating small or progressive successes.

    iv   Awards in the weekly assembly.

    v   Weekly sending home of pupil behaviour chart.

    vi   Termly behaviour data shared through IEP's.

    vii   Regular parent/ carer workshops on school policy and practice.

Linked Key Policies

9.1 This policy and the expected practice within it should be read and understood in its fullest context alongside the Relationships Policy, Positive Handling and Contact Policy, Safeguarding Policy and Anti-Bullying Policy.
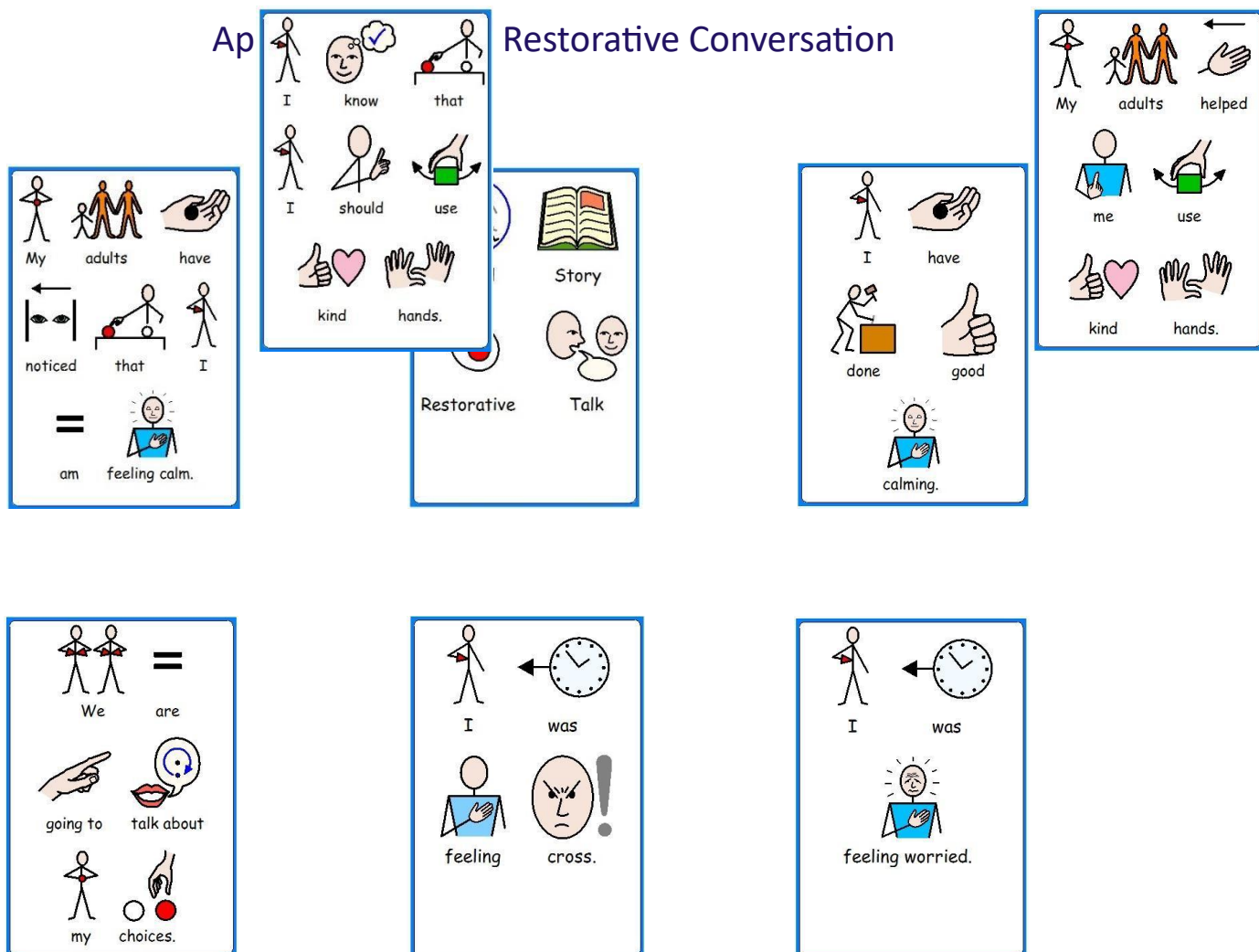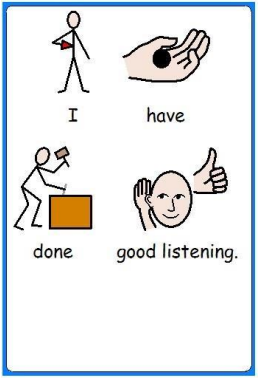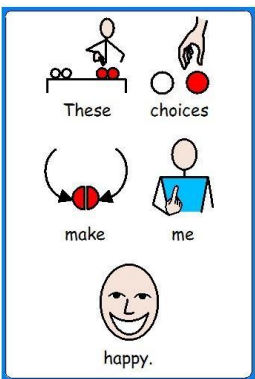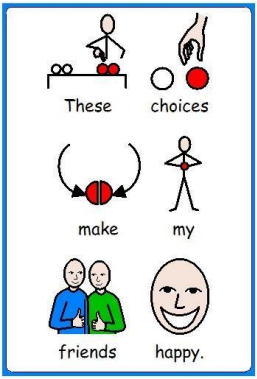
Acknowledgements

Ap Restorative Conversation

I **was** ← clock

feeling anxious.

I **made** **some**

~~**unsafe**~~ **choices.**

I **used** ←

~~**unkind**~~ **hands.**

My **adults** **helped**

me **to**

be **safe.**

I **was not**

safe.

I **know** **that**

I **should**

be **safe.**

These **choices**

make **my**

adults **happy.**

I **make**

lots of **safe**

choices.

I **make**

lots of **kind**

choices.

These **choices**

make **my**

friends **happy.**

These **choices**

make **me**

happy.

I **have**

done **good listening.**
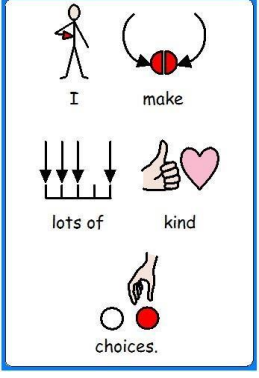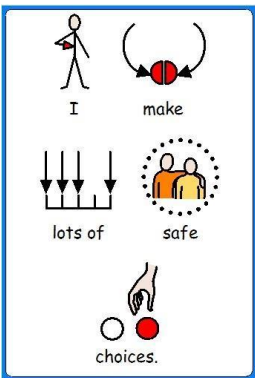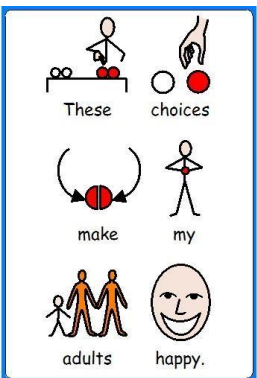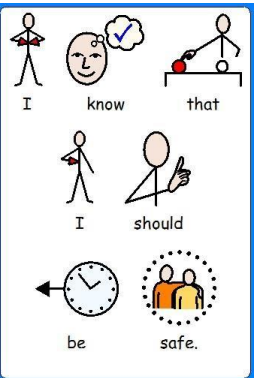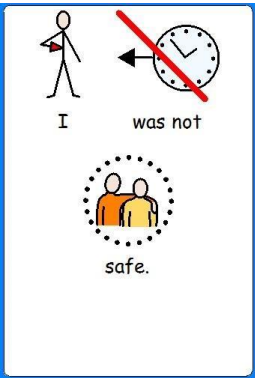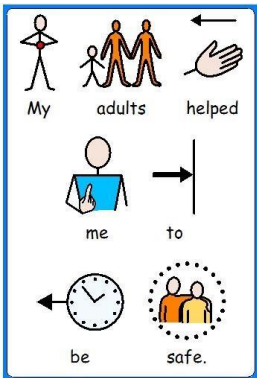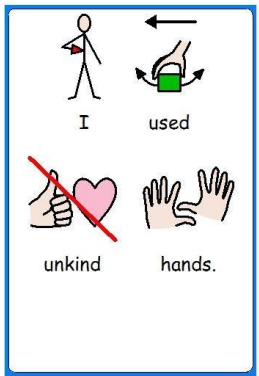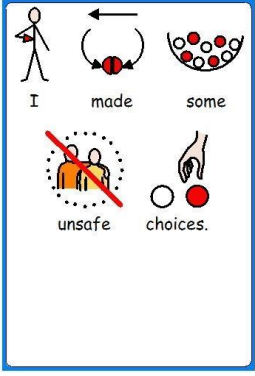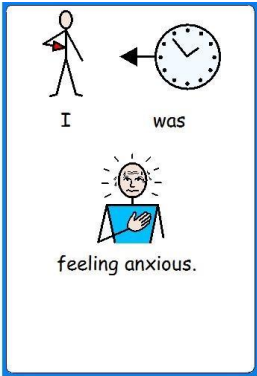
What Needs to be added

- How we communicate
- 5 point scales
- Remove 'vulnerable' as all pupils can be considered as this
- Remove 'troublesome'
- Remove 'challenging'
- Remove 'don'ts'
- Remove 'behaviourist'

Visuals to support restorative conversations
- Choosing board – one symbol and one word

Skills based task organisers linked to 5 point scale

Angry		
Insert images		

SRS Version
1.
2.
3
4
5

Visuals linked to their understanding of emotions eg skittles for nervous