

- The Rydal Academy

Behaviour and Self-regulation Policy

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Approving Body: Local Governing Body

Committee: LGB

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Behaviour policy

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.”- Paul Dix

Our Vision:

We provide a warm, welcoming and inclusive environment where children are treated as individuals without judgement or comparison. We aim to develop self-esteem, confidence, social skills and overcome barriers to learning in order to effectively support each individual child in achieving their maximum potential. We communicate closely with parents/carers in helping them to overcome the and provide opportunities for all to work with their child in reflecting on their behaviour, identify coping strategies and praising the child.

Our Values:

We have 8 core TRA Values. They are displayed in the school hall and referred to in lessons and assemblies to become embedded and part of our school ethos.

TEAMWORK -We build relationships -that are trusting, secure, safe and supportive. This is within classrooms, year groups and whole school approaches. Teamwork between pupils themselves, between pupils and staff, between parents and staff as we believe that this sense of belonging and connecting with our school, will enable our pupils to be motivated to take ownership of their behaviour and their learning and development.

FAIRNESS - As a school we give each child the opportunity and skills to improve themselves and contribute fully to their community regardless of background or context, without favouritism or discrimination so pupils demonstrate tolerance and acceptance.

KINDNESS - We teach the children the value of kindness demonstrating the ability to be friendly and considerate.

EMPATHY - We work as a school to develop pupils understanding- by developing their ability to recognise their own needs and those of each other

HONESTY - We expect an honest approach to everything and teach the children the importance of telling the truth even when it might be difficult and ensuring it is done with empathy.

ASPIRATION – We have a passionate conviction that all our children can achieve no matter what their background or experience and a total commitment to their success. We teach the children to 'believe to achieve'

PERSEVERANCE –we teach the children that failure and mistakes are ways of learning and that perseverance, hard work and practice can enable progress.

RESILIENCE – we teach the children the skills needed to be resilient, to be able to cope when things get tough so they are able to feel good and function well with improved emotional and mental health.

Our aims:

We passionately believe children should achieve their academic potential and lead independent and fulfilling adult lives. We enable this by building mutually respectful relationships with them and showing them how to have respectful relationships with each other and with other people. This helps them to reflect and take responsibility for themselves, and is a form of discipline that is constant, immediate and consistent. We achieve positive behaviour change through clear behaviour expectations, conversation and behaviour reflection using behaviour reflection, check in and check out time and restorative practices. The firm but fair approach with which our staff engage with children from the moment they arrive in the school each day demonstrates the way in which we set boundaries on behaviour and is reflected throughout the school. Our aim is to be attentive to children when they are getting it right and support them when they get it wrong. We believe that our focus on developing self-esteem, self-belief and self-regulation will enhance an individual's ability to make positive choices. For us a consistent approach does not mean "one size fits all". We consistently focus on meeting the needs of the individual child. We believe self-management of behaviour is an effective way to embed behavioural change. Our behaviour monitoring system enables staff to clearly separate behaviour from child. It is important that children feel liked and cared for. Our aim is to "catch them getting it right" – in order to help the child develop a positive self-image.

Children Learn What They Live

If a child lives with criticism, they learn to condemn.

If a child lives with hostility, they learn to fight.

If children live with fear, they learn to be apprehensive,

If children live with pity, they learn to feel sorry for themselves,

If a child lives with ridicule, they learn to be shy

. But do not despair ...

If a child lives with tolerance, they learn to be patient.

If a child lives with encouragement, they learn confidence.

If a child lives with praise, they learn to appreciate.

If a child lives with fairness, they live with justice.

If a child lives with security, they live to have faith.

If a child lives with approval, they learn to like himself.

If a child lives with acceptance and friendship, they learn to find love in the world.

Dorothy Law Nolte

Our aim is to help our children experience tolerance, encouragement, praise, fairness, security, approval and acceptance. High expectation does not mean we expect perfection it means we expect the children to make mistakes but to develop the capacity to learn from these mistakes and improve over time.

Use of Language

The way we speak to the children in our care can have a huge impact on their behaviour. The more the children feel listened to and 'held in mind' the more secure they feel. We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' are unhelpful in these instances and we should remain professional at all times. Conversations should follow the scripts below and behaviours should be discussed as the behaviours they are, not as the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher or teaching assistant.

Use of the following will help:

LANGUAGE FOR THE CHILD IN THE CLASSROOM TO HELP THEM FEEL MORE REGULATED AND FEEL 'HELD IN MIND':

- Use simple instructions - "first this, then..."
- "I'll be thinking about how you're getting on...I'm just going to be over here with....then I'm coming back".
- "I do understand you might be feeling..... Am I right?. How can I help you with this?"
- "I'm not going to be in the classroom tomorrow, and I know you often find that difficult. How can I help you with that?"
- "I know you find this very hard. You have two choices..either you...or you can... ?"

BE SPECIFIC :

- "I like how you managed to sit through assembly/the lesson today".
- "Well done for using the 'refocus and return' area to help yourself.
- "I'm so pleased you managed well in the playground this morning..."
- "I can see this has been really difficult for you, I'm pleased you are persevering.."
- "I can see you're not quite ready yet...what do you need to do to be ready?"
- "I can see your body really needs to move, let's go outside for 5 minutes" (or alternative as deemed appropriate).
- "I can see your arms really need to move but that swinging your arms isn't safe for you or your friends, let's do some wall press ups instead".

A REFLECTIVE APPROACH TO QUESTIONING A SITUATION:

- "I can see it looks like you have been really struggling, maybe this would help you..."
- "You seem upset today. Am I right?"

TELL THEM YOU UNDERSTAND:

- "I understand what you're saying." You're not really agreeing with them, you're saying you're listening.
- "I understand what you're saying and yet I've noticed that...and our rule is...and you're better than that".
- "I hear what you're saying."
- "Yes, you may be right, it may not have been you and yet our rule is..."
- "I noticed that....."

Rules, Rewards & Sanctions

 Rydal Rules	Visible Consistencies throughout school	Over and above rewards	Relentless routines
Be Kind	Staff welcoming and greeting children	Marvellous me badges	Wonderful walking
Be Respectful	Wonderful walking	Positive phone call home	Lovely lines
Be your Best	Lovely Lines	Headteachers awards	Praise in public (PIP)
Be safe	Calm and consistent language	House team points	Reprimand in private (RIP)
	Check in and check outs	Positive praise on tapestry	

Graduated response-

ADULT STRATEGIES TO DEVELOP EXCELLENT BEHAVIOUR

- **IDENTIFY** the behaviour we expect (the four B's)
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

Gentle approach, use child's name, child level, eye contact, deliver message – leave so both staff member and child's dignity remains intact.

Behaviour pathway - Reminder, refocus, regulate, repair & restore, reparation.

<p>1 REMINDER: I noticed you chose to (noticed behaviour) This is a REMINDER that we need to Be (kind, respectful, our best) . You now have the chance to make a better choice Thank you for listening</p>
<p>2. Refocus: I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. Do you need some time on in the 'refocus and return' area? (breathing techniques, zentangles, fidget toys, movement breaks)-self regulation. If you do that's fine I am sure it will help. I don't want to have to keep you for longer than two minutes. (child's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening.</p>
<p>3. Regulate: I noticed you chose to (noticed behaviour). You need to:</p> <ul style="list-style-type: none"> • Go to the Refocus and Return area. (breathing techniques, zentangles, fidget toys, movement breaks)-self regulation.

- Go and spend some time in class _____ and then return when you are have regulated your behaviour.
- Go to have ten minutes time out of the class with(TA) to regulate your behaviour.
- Go to have some time to refocus with(pastoral member of staff – if notified and agreed) to help regulate your behaviour. - **supported regulation**
- Playground: You need to: Have some time by moving away for two minutes to regulate your behaviour. I will come and speak to you in two minutes.

DO NOT describe child's behaviour to other adult in front of the child this only enflames the situation instead of de-escalating

4 REPAIR AND RESTORE

If refocus and return techniques do not work regulate the behaviour at this point an incident may need 'follow up, repair and restore'

1. What has happened?
2. What were you thinking at the time? (Class teacher and staff member)
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?

Joint decision between child and staff member on the most appropriate way of repairing the harm and the consequence of the actions.

5 REPARATION WITH PASTORAL SUPPORT

Occasionally a child may need some more focused help and therefore may spend time either in the classroom pastoral base with either the teaching assistant or pastoral team taking part in some focused support to enable repair the situation and a calm, focused return to learning.

UNACCEPTABLE BEHAVIOURS

The following acts of misbehaviour are seen as totally unacceptable, and will be dealt with accordingly:

- Violence - physical - peers/adults - verbal - peers/adults
- Actions that may cause danger to others or staff.
- Constant disruption of learning-
- Racism/Homophobia/Sexism or prejudice in any form.
- Absconding from school (Reported to Police)
- Causing damage to other pupils'/school property.
- Bullying in any form.

Sanctions - Formal sanctions may be enforced for serious acts of misbehaviour, persistent disruptive behaviour or for occurrences that are totally unacceptable such as: time in at break to refocus, Time after school to reflect, Time out to reflect and repair.

The Code of Practice for Special Educational Needs will be instrumental in supporting the procedures for the management of misbehaviour and we will always follow a graduated response approach.

Pupils are always given the chance to reflect and try again; however, should more specific intervention be required pupils can access our pastoral support base for reparation time. This will

include drawing up of Behaviour Support Plans or behaviour targets. The pupil may work in the pastoral support base following bespoke learning/pastoral packages based on the areas in which they have made the wrong choices. For anytime longer than a two days working in the base a reintegration meeting will be held with the teacher, pupil and parent before the pupil returns to class. Reparation Internal reflection time is to be used wherever possible and appropriate as an alternative to fixed term external exclusion. The procedure for internal reparation time will be:

- The child will arrive with parent/carer at their Year group entrance to be collected by a member of the pastoral team/leadership team or year group teaching assistant.
- The child will remain with the pastoral team member or nominated member of staff in a work space throughout the school day
- • The member of staff will supervise them throughout the day or a system of supervision will be established.
- During that time some work will be done on reflection of the incident/s that led up to the reflection time and how to move forward to try to avoid this happening again. Feelings and as well as strategies will be discussed.
- Whilst in internal reparation time the child will be given appropriate work/pastoral work to do.
- At lunchtime the child will remain supervised
- The child will be collected at normal school finishing time (dependent on year group) by their parent/carer.

School Suspensions/Exclusions

At times, it may be necessary to suspend a pupil from school for a fixed period of time or permanently exclude, although the latter are rare and used as a last resort. When deciding upon exclusion or the length of exclusion no precedents are set and each offence will carry its own sanction that will be determined by the Head Teacher/Deputy Headteacher/Assistant Head Teacher (Personal development and Welfare Lead) in light of all information available at the time. In absence of the Head Teacher/Deputy Head teacher/Assistant Head Teacher (Personal development and Welfare Lead) other members of the Leadership Team have the responsibility to suspend. Parents will receive notification by telephone and letter if any of these events occur.

External Exclusion of Child Overview

The current system of appeal is for independent review panels. Where requested by a parent, an SEN expert will need to be appointed by the local authority or academy trust to advise the independent review panel. The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the Local Governing Body reconsider its decision; or direct the Local Governing Body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner. Where a Local Governing Body decides not to reinstate a pupil following a direction from a panel to reconsider its decision, the panel will be expected to require an adjustment to a schools budget/payment towards the cost of alternative provision. Where a parent alleges discrimination (under the Equality Act 2010) in relation to a suspension or permanent exclusion, they will also be able to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

Key responsibilities

Head Teacher

Head Teacher /head of School powers to exclude remain unchanged and the school will follow the statutory guidance on the use of these powers.

Local Governing Body

Local Governing Bodies will perform the key role of determining whether an suspended/excluded pupil should be reinstated. This will involving reviewing the decision of the Head Teacher/Deputy Headteacher and considering the outcome of any independent review panel hearing

Local authorities / academy trusts

Where requested by a parent, local authorities or academy trusts will need to arrange an independent review panel to consider the decision of a Local Governing Body to uphold a permanent exclusion Panel members will need to be trained in how to perform their role.

Local authorities or academy trusts will also need to appoint a special educational needs expert to advise the panel, where requested by a parent.

Local authorities will need to oversee adjustments to a school's budget or payments by a school, where a school does not offer reinstatement following a direction by a panel to reconsider its decision to permanently exclude a pupil.

In most cases suspension/exclusion is a last resort and is a reaction to one or more of the following: - • Serious breach of behaviour policy • Persistent breach of behaviour policy • The child by being in school is seriously harming the education of others. • The child is threatening the welfare of others in school • Other circumstances deemed appropriate by the Head Teacher/Head of School