

BEHAVIOUR REGULATION POLICY

Date of next review: July 2020

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Date of adoption: July 2020

Adopted by: Full Governing Body

Method of communication: Hard copy to staff;
website; school policy folder.

“Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.”
Ephesians 4:31-32

Overview

In order to deliver our vision and help children to live happy, fulfilled lives, we need to recognise the crucial role of behaviour regulation. Children are taught and supported in developing self-discipline and self-regulation strategies, so that they are able to learn, play, live happily and peacefully with other and flourish in a calm, positive environment.

The governors have a high level of expectation regarding behaviour and the special Christian nature of our school ensures that **everyone** puts Christian principles into practice. Our policy is underpinned by the biblical instruction to treat others as you would like to be treated yourself, and to strive for forgiveness and reconciliation. This is summarised in our Golden Rules, which are followed and modelled by **everyone** in our school community:

- **Be Kind** (in words and actions)
- **Be Safe** (physically and emotionally
 - self and others
- **Be Respectful** (of self, others and property)

Monitoring & Review

Level 1: all staff take ownership of the policy and recognise where rights are not being considered. **Level 2:** termly headteacher reporting to governors on analysis of behaviour and sanctions via CPOMS, broken down by key characteristics.

Guiding Principles

- For most children, developing self-regulation is a growing process and requires considerable nurturing.
- Consequences are used to encourage children to reflect on, take responsibility for and adapt their behaviour.
- All staff have responsibility for promoting good behaviour everywhere in school.
- Positive reminders and rewards are given frequently.
- We identify why behaviour is unacceptable, referring to the Golden Rules, and follow an agreed procedure for dealing with this.
- We focus on the behaviour being unacceptable, not the child.
- It's the school rules that punish the child, so there's no need to shout or be intimidating.
- Punish in private and praise in public wherever possible.
- All staff are responsible for applying this policy.
- We recognise where children may be affected by SEND, trauma or attachment issues, and differentiation to the policy will be made.
- We use emotion coaching to support self-regulation.
- We use restorative conversations when children need support to reflect on their actions.
- Good relationships with children and families are essential.

Dealing with sensitive situations

Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that do not warrant sanctions, but give extra evidence and a broader picture for multi-agency meetings, etc.), should be reported to the headteacher and recorded on CPOMs.

If a child confides that they have been / are being bullied, any incidents between them and the alleged bully should be reported on CPOMs.

Where there is a dispute about what has occurred, it is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

When dealing with difficult or dangerous situations, staff are advised to ask another member of staff to accompany them for support and as a witness.

Internal Exclusions

When a child repeatedly disrupts the learning and teaching in their classroom, having been given reminders and the appropriate consequences, they may be given an internal exclusion. This is where the child will be removed to work with a senior member of staff or the head teacher, away from their peers, for a fixed period of time. This could include missing break or lunchtime play, or any special activity which may be arranged. In these instances parents/carers will be kept fully informed by the teacher.

Fixed Term Exclusions

At Lythe School we believe that teachers have the right to teach and that children have the right to learn. If a child seriously breaches the school's behaviour policy and if the child remaining in school would seriously harm the education or welfare of the pupil or others in the school, the headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion, the pupil and parents meet the headteacher to discuss the pupil's reintegration to school. If appropriate, an individual behaviour plan will be drawn up for the pupil. The pupil may also be referred to other professionals so that advice and support can be sought from another outside agency. For cases of continued serious, unacceptable misbehaviour, consideration will be given to starting the process of permanent exclusion from the school.

Further DCFS guidance on fixed term and permanent exclusion can be found in the DfE guidance "Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: A guide for those with legal responsibilities in relation to exclusion", effective from 1st September 2017.

Physical Restraint

To fulfil our duty of care to prevent harm, restrictive physical intervention (RPI) may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances:

To prevent a pupil from doing, or continuing to:

- a) commit any offence (or for a pupil under the age of 10 years, what would be an offence for an older pupil).
- b) cause personal injury to, or damage to the property of, any person (including the pupil themselves, or
- c) prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, during a teaching session or otherwise.

Senior staff have attended RPI training and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property. Our policy for RPI is the 'minimum degree of intrusion required to solve the situation, for the minimum amount of time.' RPI will always be carried out with the child's safety and dignity in mind. Any particular special educational needs and / or disability that a pupil might have will be properly taken into account under the Equalities Act 2010, before any member of staff exercises the power to use force. Where there has been RPI, a record must be made as a serious incident on CPOMS, and parents must be informed as soon as practical after the incident.

For more information, please refer to 'Guidance on the use of restrictive physical intervention with children and young people (September 2016), as issued by North Yorkshire County Council.

Staff Actions To Promote Excellent Behaviour For All Children

Pre-emptive strategies: get “in front of” behaviour

To create a culture where kind, safe & respectful are the norm and expected:

strive to give children a strong sense of belonging to the community.

use frequent praise to reinforce expectations, including team points / stickers / Star of Week certificate / postcards and phonecalls home.

make expectations explicit and repeat regularly, with reference to Golden Rules.

understand school Vision and theological underpinning of behaviour policy.

take responsibility for implementing any individual behaviour adjustments or plans

reinforce expectations and directly teach strategies through Collective Worship, Achievement Assembly and PHSE teaching

model kind, safe, respectful words and actions at all times

- be vigilant and build relationships with all children and families.

- know where children may be affected by SEND, attachment or trauma issues, and implement any adjustments agreed.

- use zones of regulation to help identify emotions and make good choices.

Look for “teachable moment”

If behaviour is not as expected, then:

follow procedure on poster, including script: identify if there is a problem and give child chance to reflect and adapt behaviour.

refer to Golden Rules and reinforce expectations.

help child use any individual strategies that have been agreed

Model good emotional regulation – speak calmly, use positive language, stay factual, don't lecture.

You may also:

use emotion coaching: help child understand their emotion / give them strategies to deal with it.

use zones of regulation

Use consequences

If previous strategies have not worked, or behaviour is more serious, then:

- follow the script for using a Yellow Card (formal reminder)
 ➔ Time Out ➔ Red Card (loss of playtime) ➔ send to another class or Headteacher.

- give immediate Red Card for pushing/ hitting / kicking/rudeness / swearing / refusing to follow instructions / damaging property / interrupting

- follow any individual behaviour plan

- model good emotional regulation

- stay factual and don't lecture
 - report Time Out / Red Card on CPOMs and ensure class teacher is aware.

You may also:

- contact parents
 - use Emotion Coaching
 - carry out Restorative Conversation
 - discuss with SENCo
 - use zones of regulation

Involve Others

If behaviour continues or is more serious (eg bullying / hurting another person (whether or not intent can be proved) / severe swearing or verbal abuse/ throwing object with intent to harm / spitting / abuse of protected characteristic / threatening behaviour or language / complete non-compliance after previous strategies used:

Report to Headteacher
Record on CPOMS
 Parents' meeting
 Work with outside agencies
 Behaviour plans / home-school agreements
 Work with SENCO
 IEP / EHCP
 Internal exclusion
 Fixed term or permanent exclusion

NB: racist incidents must be reported separately to the headteacher.

