

# Lime Tree Primary Academy

## Behaviour Regulation Policy

Date	Review Date	Coordinator	Nominated Governor
Sept 2020	Sept 2022	Lauren Slack	Iain Wilson

### 1. Purpose:

This policy, in line with the Equality Act 2010, sets out the framework for a clear and consistent approach to promoting positive relationships; and engage pupils to support their skills and understanding and engagement with school.

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school; and is related to the following legislation:

- Children Act 1989
  - Education Act 1996
  - Crime and Disorder Act 1998
  - School Standards and Framework Act 1998
  - Education Act 2002
  - Anti-social Behaviour Act 2003
  - Education Act 2005
  - Education and Inspections Act 2006
  - Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
  - Education (Penalty Notices) (England) Regulations 2007
  - Education and Skills Act 2008
  - Apprenticeships, Skills, Children and Learning Act 2009
  - Equality Act 2010
  - Education Act 2011
  - Education (Penalty Notices) (England) (Amendment) Regulations 2012
  - School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
  - Education (Penalty Notices) (England) (Amendment) Regulations 2013
  - Education (Independent School Standards) (England) (Amendment) Regulations 2014
  - Behaviour and discipline in schools - Advice for Head of Schools and school staff (DfE 2016)
  - Equality Act 2010: Advice for Schools (DfE)
- School attendance parental responsibility measures: Statutory guidance for local authorities, school leaders, school staff, governing bodies and the police (DfE)

### 2. Aims:

We believe, that at Lime Tree Primary Academy, all pupils have the right to learn in an engaging, stimulating and stretching environment. In order to do this, we promote excellent attendance, punctuality, self-discipline and the highest standards of work from all students.

At Lime Tree Primary Academy, we create an ethos that makes every member of the school community feel valued and respected, and whereby each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour Regulation Policy is designed to support the way in which all members of the school can work together, in a supportive way, to promote positive behaviour. It aims to promote an environment in which everyone feels happy, safe and secure.



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The Behaviour Regulation Policy is a means of promoting relationships where we can understand each other, enabling everyone to work together with the common purpose of helping all pupils to achieve their best. This policy supports the school community in aiming to allow everyone to work collectively in an effective and mindful way.

Our policy aims to prevent all forms of anti-social behaviour and bullying amongst pupils by encouraging every member of the school community to behave in a considerate, cooperative and respectful way towards others. Pupils should be treated impartially and with the Behaviour Regulation Policy being applied in a consistent and attuned way. Our 'Anti-Bullying Policy' should be read for how bullying incidents are dealt with in school.

This policy aims to help pupils to grow in a safe and secure environment which protects children from the risk of radicalisation and extremism, whilst also supporting children in becoming positive, responsible, self-disciplined and increasingly independent members of school and the wider community. It is designed to recognise, encourage, and promote positive behaviour. In part, through the ongoing development of pupil emotion regulation.

We recognise that behaviour improves and pupils feel safer and happier in school when classroom routines are maintained and when our Behaviour Regulation Policy is applied consistently.

### **3. Rationale:**

At Lime Tree Primary Academy, we recognise that behaviour is communicative and often reflects an emotion or feeling. Our Behaviour Regulation Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation.

### **4. Responsibility for the Policy and Procedure:**

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy. Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect our staff and parents to be good role models for our children as we develop their attitudes for all aspects of life.

#### **4.1. Role of Pupils**

Across the school, we expect children to demonstrate core principles of respect for all, kindness and consideration, resilience and independence. In addition to this, children must follow the agreed code of conduct which will be generated and agreed upon by teachers and pupils at the start of each academic year. We expect all children to understand what positive behaviour is and to model positive behaviour. Pupils will learn the value of friendship and the importance of caring for others, whilst treating everyone within the school with courtesy, consideration and respect at all times. We will use Emotion Coaching to support children to understand, regulate and reflect on their behaviour, which will support children in learning how to self-regulate and self-manage independently.

We will work closely with the elected Pupil Leadership Team and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. Thus, pupils will be



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encouraged to liaise with the Pupil Leadership Team, possibly by taking part in questionnaires and surveys, to make suggestions about improving school behaviour and our school surroundings.

### **4.2. Role of all Staff**

All members of staff must comply with all aspects of this policy and maintain consistency when applying this policy throughout the school.

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 child's feeling whilst maintaining firm but fair limits on behaviour. Staff will help pupils to develop a range of strategies to manage expectations.

All staff at Lime Tree Primary Academy must provide a safe environment where pupils' welfare is promoted. Within this environment, we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism.

We want pupils to develop their knowledge and skills in order to challenge extremist views. We have a duty to safeguard children, young people and families from violent extremism. We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

Staff must attend appropriate training sessions on equality; and periodic training on behaviour management to support and maintain high standards of ethics and behaviour within and outside school whilst supporting fundamental British values.

### **4.3. Additional Role of Teachers**

Class teachers will work with pupils to generate class expectations at the beginning of each year. These expectations are then prominently displayed in each classroom and should be revisited with the pupils at the beginning of each term and at other times when necessary. They are intended to be guidelines of behaviour expectations that both pupils and adults would like to see in their classroom and focus on positive behaviours.

Classroom teachers must model Lime Tree's values and build positive learning relationships in the classroom. Consistency and role-modelling expected behaviour is essential in supporting our students. Class teachers must develop empathetic relationships with pupils and ensure that school expectations are applied fairly in their classes. Displays of positive behaviour must be recognised and praised accordingly.

Class teachers must understand and practice restorative skills and approaches; and are responsible for leading the restorative process in their classrooms. All pupils are treated with respect and understanding. Individual behaviour plans that are in place must be adhered to, additional needs of

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pupils in their care must be understood and visual timetables must be referred to. Teachers expect their classes to behave in a responsible manner whenever the pupils are in their care; they have high expectations of all pupils with regard to behaviour, and strive to ensure that all pupils work to the best of their ability. If needed, teachers will support pupils to co-regulate to achieve high expectations, possibly by taking the child to a calm area (sensory room, the wellbeing room etc). The class teacher is a social, emotional, and learning role model for pupils. When required, the class teacher is expected to restore relationships in order to maintain the correct climate for learning in their classrooms.

Teachers must provide well-planned, stimulating and demanding lessons which will contribute to maintaining positive behaviour. Lessons must be pitched at an appropriate level to challenge all pupils in order to maintain motivation. Pupil behaviour and discipline must be discussed regularly at staff meetings. Parents and carers must be informed about their child's progress and behaviour at school; and any parent concerns must be dealt with quickly.

### **4.4. Role of the Senior Leadership Team**

All members of the Senior Leadership Team will maintain a regular visible presence throughout the school day; especially when pupils arrive and leave, at break times and lunchtimes. They will ensure that all school personnel understand and follow this policy whereby positive behaviour will be praised and successes celebrated; and will support staff or take other necessary measures if it is not adhered to.

Members of the SLT will make sure school personnel understand the additional needs of all pupils in their care and have in place clear strategies for pupils who may experience difficulties when following the behaviour expectations. The SLT will ensure school personnel are aware of these strategies and support mechanisms in place; and that they are applied effectively.

### **4.5. Role of the Head of School**

The Head of School will work closely with the link governor and coordinator to ensure all school personnel, pupils and parents are aware of and comply with this policy consistently. They will ensure the health, safety and welfare of all children in the school by modelling the expected behaviour whilst creating an ethos that makes everyone in the school community feel valued and respected. All forms of bullying and discrimination will be prevented by encouraging positive behaviour and respect for others and equality. The Head of School will promote positive behaviour by forging sound working relationships with everyone involved within the school, promote self-discipline and proper regard for authority among pupils and ensure all stakeholders are absolutely clear about the expected standards of pupils' behaviour.

We understand that Head of Schools and school personnel authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item (Searching, screening and confiscation, DFE, 2018). At Lime Tree Primary Academy, the following items are prohibited: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

The Head of School will annually report the successes and developments of this policy to the Governing Body. They will make effective use of relevant research and information to improve this policy, and will monitor the effectiveness of this policy by analysing:

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- Pupil attitudes to school and learning
- The views of pupils, parents, school personnel and governors
- The number of fixed-period and permanent exclusions
- Incident logs, rewards and sanctions
- The number of reported cases of bullying
- Strategies to improve behaviour and discipline

### 4.6. Role of the Governing Body

The Local Governing Body has the responsibility of approving this policy, reviewing its effectiveness and holding members of staff to account where necessary. The Head of School has the day-to-day authority to implement the school Behaviour Regulation Policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

### 4.7. Role of Parents and Carers

Parents and carers should work in partnership with the school and are expected to comply with this policy, whereby they support positive behaviour and ensure their children understand and value the meaning of positive behaviour. Parents must support the agreed Code of Conduct.

We encourage parents to help us improve the standards across the school by giving their views. They will be invited to respond to periodic surveys conducted by the school to ensure the smooth running of the school, and are expected to attend family consultations to discuss progress and behaviour of their children.

We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.' Parents have a duty to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects' (School attendance parental responsibility measures, DFE, 2015). We expect children to attend school regularly and punctually, giving reasons for absence.

We are aware that 'parenting contracts, orders and penalty notices for irregular attendance apply only to pupils of compulsory school age who are registered at a school' but they can also be applied for misbehaviour by pupils outside compulsory school age such as sixth form pupils or pupils at a maintained nursery. While 'penalty notices for parents of pupils found in a public place during school hours after being excluded also apply only to children of compulsory school age who are registered at a school.'

## 5. Establishing Positive Behaviour:

Rewards and sanctions have been devised and developed by the Pupil Leadership Team, parents, staff and the Governing Body. We believe that it is effective to seek out positive behaviours and celebrate them fairly and consistently across the school. We also recognise the importance of self-regulation and want pupils to be competent in controlling their behaviour, emotions, and thoughts; and more specifically manage disruptive emotions and impulses when they arise. We acknowledge that some pupils' behaviour may reflect social, emotional and mental health needs which may require further provision to ensure that their additional needs are supported in the school.

### 5.1. School Charters

At our school, we believe in and strive for skilled, knowledgeable, independent and resilient learners; creative, imaginative, structured and adaptable thinkers; and world aware, community spirited, caring and healthy individuals. It is these behaviours in particular that we champion and encourage through praise and rewards within our classrooms and school. These values are positioned in prominent locations around school and so are viewed daily by our pupils, staff and parents.

## 5.2. Rewards

Positive rewards are available for pupils throughout the day. These aim to promote confidence, competency, motivation, help pupils to develop growth mindsets and promote prosocial behaviour. These include:

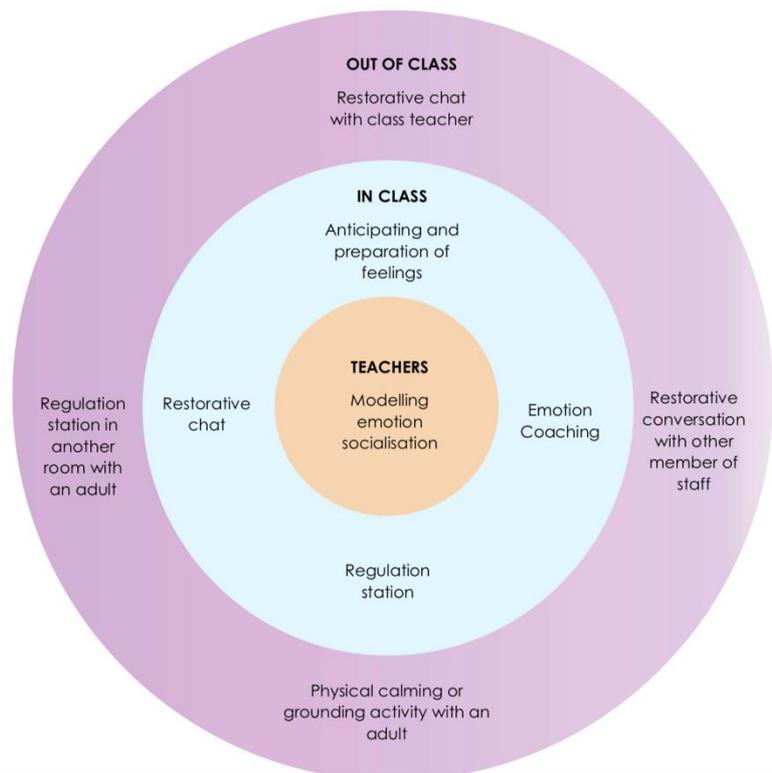
- Verbal praise and personal feedback on behaviour and engagement
- Sharing work with other teachers, the Senior Leadership Team and the Head of School
- Assembly certificates each week, which link to learning qualities, community work and acts of kindness
- End of term certificates in recognition of outstanding behaviour and effort
- Parental contact/ phone calls home

## 5.3. Emotion Coaching

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. We advocate that our parents use this method too and regularly hold training and coffee mornings for parents to learn this approach and share their own experiences. All members of staff must follow the four-step procedure, when needed, to stimulate emotional resilience, empathy and problem-solving skills within pupils.

Steps of Emotion Coaching:

- Step 1 – Recognising the child’s feelings and empathising with them
- Step 2 – Labelling the feelings and validating them
- Step 3 – Setting limits on the behaviour (if needed)
- Step 4 – Problem solving with the child



We have trained Emotional Literacy Support Assistants in school, who offer additional support regarding children’s emotions and social skills. They utilise their additional knowledge surrounding bereavement, social stories and therapeutic stories, anger management, self-esteem, and

counselling skills such as solution focus and friendship to support children who have extra needs or difficulties.

### 5.4. Zones of Regulation

Every class must utilise Zones of Regulation. We want children to understand how a feeling relates to an emotion. The Zones of Regulation uses four colours to help children self-identify how they are feeling and categorise it based on colour. Pupils are encouraged to reflect on which 'zone' they are in at several points throughout the day. Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people (Kuypers, L.M., 2011).

- Green Zone – a calm state of alertness
- Yellow Zone – a heightened sense of alertness
- Red Zone – an extremely heightened state of intense emotions
- Blue Zone – a low state of alertness of arousal

Class teachers must ensure they have strategies in place to support children to return to the green zone.

#### What I look like in Fight ...

- × Hot & bothered
- × Angry & aggressive
- × Controlling
- × Lie or blaming
- × Shouty & argumentative
- × Pushing away friends
- × Demanding
- × Inflexible



#### You can help me feel safe with the following ...

- ✓ Give me a role
- ✓ Support me socially
- ✓ Match my energy
- ✓ Make things predictable
- ✓ Deep breathing
- ✓ Connect & show empathy before exploring the consequences of my behaviour



These images are taken from [www.innerworldwork.co.uk](http://www.innerworldwork.co.uk)

### 5.5. Spaces

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly. We have calm spaces as an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel may take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them. This must be used in conjunction with Emotion Coaching.

### 5.6. Outside Agencies

We have invaluable support for pupils who demonstrate persistent difficulties in behaviour:

- Educational psychologists
- Educational welfare officers
- School health nurse
- Social Services

- Play therapy
- Commando Joe

### 6. Consequences:

Where a child does not achieve good behaviour following the normal school code of conduct, then additional strategies will be used to create a personalised programme for particular pupils, which may include:

- Engagement of parents
- Individual behaviour plans
- Personal behaviour contracts
- Nurture provision
- Break time rota of adult led activities
- Lunchtime rota of adult led activities
- Engaging with other agencies where appropriate
- Support from educational psychologist
- Support from learning mentor outside of the classroom

Where additional strategies do not work in an agreed period of time, a child may be added to the SEND register on the basis of social, emotional and mental health difficulties. We may then seek the support of outside agencies.

#### 6.1. Sanctions

A system is in place to ensure that every child is treated fairly, with all staff personnel applying rewards and sanctions consistently. Children are first given a verbal warning. This gives a chance to return to learning. If the behaviour continues, the teacher will have a private conversation with the child. At this stage, a restorative chat or emotion coaching may be necessary. After this, if the behaviour is continuing, the child will spend time in the calm area. If the behaviour continues again, the child will spend time in another classroom and will complete their work at break time.

If behaviour is significant or persistent, the child may receive an internal or external exclusion. The Exclusion policy should be read for further information on the handling of exclusions.

#### 6.2. Written Log of Incidents

Every adult is responsible and held accountable for reporting behaviour incidents using our online monitoring system. This system is monitored by the Head of School and the Senior Leadership Team. Class teachers and the Designated Safeguarding Lead keeps a record of any behaviour patterns emerging and notifies the Senior Leadership Team of these during weekly meetings. Strategies are then implemented and adapted to suit the children's needs whereby children may be given an individual behaviour plan, or placed on the SEND register. Patterns, trends, actions and impact are reported to the Governing Body termly, however individual pupils are not identified.

#### 6.3. Risk Assessment

At times, it may be necessary to conduct a risk assessment for the particular behaviour displayed by a child. We will attempt to reduce risk by managing the environment, our body language, the way we talk to the children, the way we act, as well as by personalising our curriculum and other learning programmes. Risk assessments and the behaviour of children must be monitored regularly and



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adapted where necessary. Members of our Senior Leadership Team have been trained on positive safer handling.

## 6.4. Exclusions

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.

The Exclusion policy should be read for further information on the handling of exclusions.

## 7. Staff Training

All school personnel have equal chances of training, career development and promotion. Every staff member receives training on this policy on induction which specifically covers the ethos of our school, maintaining good order and discipline, safeguarding pupils, the use of reasonable force, dealing with bullying and pupils at risk of disaffection. We also ensure staff receive periodic training so that they are kept up to date with new information, as well as frequently reviewing training on equality, prevent and safeguarding.

## 8. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## 9. Raising Awareness

We will raise awareness of this policy via:

- The School Handbook/Prospectus
- The Staff Handbook
- The school website
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- Meetings with school personnel
- Communications with home such as half term newsletters
- Reports such as annual report to parents and Head of School reports to the Governing Body

## 10. Monitoring



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The procedures within this policy will be monitored by the Senior Leadership Team through discussions with staff, parents and children and through records of incidents.

The practical application of this policy will be reviewed every 24 months or when the need arises by the coordinator, the Head of School and the nominated governor.

<b>Head of School:</b>	<b>Clare Larkin</b>	<b>Date:</b>	<b>1<sup>st</sup> October 2020</b>
<b>Chair of Governing Body:</b>	<b>Dan Jagger</b>	<b>Date:</b>	<b>1<sup>st</sup> October 2020</b>