SOUTHWARK INCLUSIVE LEARNING SERVICE (SILS)

Behaviour Regulation Policy

Abstract

Policy considering regulation / Trauma Informed Practice

The Management Committee of Southwark Inclusive Learning Service (SILS) approved this policy for adoption **on 7th November 2022**.   The policy is up for review annually at the end of each academic year (July 2023).

Contents:

Introduction

As a maintained Pupil Referral Unit (PRU), SILS provides a calm purposeful learning environment that supports the development of positive social, emotional and mental health / wellbeing for all students.

SILS understands that positive behaviour can be taught, and negative behaviours may be a signal or cry for help / support. .

The behaviour regulation policy is set within the context of the school's vision, its core values and the statutory duties which are set out in the e Equality Act 010) and Part 1 of Keeping Children Safe in Education (KCSiE).

This policy has been developed in consultation with members of the school community and stakeholders. The policy sets the schools' expectations and approaches to behaviour which includes:

- high expectations of students conduct and behaviour, which is commonly understood by staff and students, and applied consistently and fairly to help create a calm and safe environment
- school leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy;
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability or special needs as required;
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, and in which pupils are safe and feel safe and everyone is treated respectfully; and
- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

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Statement of behaviour principles (by the management committee)

As required by statute (Section 88(1) of the Education and Inspections Act 2006), the management committee are committed to the policy aim of promoting good behaviour and discipline on the part of all students at the school. The management committee will also from time to time (Section 88(2) of the EIA) review the implementation of the following statement of general principles for promoting good behaviour and discipline amongst pupils at the school.

The management committee expects the head teacher and school staff:
- to promote good behaviour and discipline amongst all students at the school
- to promote a calm environment where students are able to learn and feel safe
- to have systems in place to manage poor behaviour and training for staff
- to ensure that screening and searching of students are conducted by trained staff, consistently and fairly, in line with government guidance
- to share the behaviour policy, expectations and sanctions with parents /carers
- to consider multi-agency assessments and interventions for pupils who display continuous disruptive behaviour.

Context

The school's culture and values are manifested through the behaviour of all its members. The high standards and clear rules reflect the **vision and values** of the school and the intent for the values serve as levers for implementing change in behaviour..

The SILS Vision - to *provide a nurturing and aspirational environment that empowers all learners to develop into confident resilient adults who are prepared for the future*

Core Values..

Growth: the process or a manner of growing; development; or gradual increase.

Resilience: the ability of a person to recover quickly from difficulties e.g. adversity, major life changes, etc.

Excellence: the quality of being outstanding or extremely good.

Ambition: an earnest or strong desire to do or achieve something, which may be success, distinction, honour, and the willingness to strive for attainment.

Respect: esteem, sense of self-worth, deep feeling or admiration for someone or something elicited by their abilities, qualities or achievements.

This behaviour policy aims   to bring the school community together, under principles of:

• a safe, caring and orderly environment where effective learning can take place and where there is mutual respect between members of the school community support is provided to enables students to develop a sense of self-worth, personal identity and achievement

• guidance is provided to enable and encourage students to develop self-regulation skills, and to accept responsibility for their actions and make positive choices for themselves and their community

• guidance is provided to encourage students to be reflective and to develop the ability to listen to others, and appreciate other ways of thinking and behaving

Policy Links

As part of a whole school approach to behaviour and safeguarding, it is recognised that the behaviour regulation policy will not operate in isolation, but complementary to other policies, some of which are listed below:

- o PSHE Education Policy
- o Anti-bullying Policy
- o Equality Policy
- o Health and Safety Policy
- o Safeguarding Policy ·
- o E-safety Policy
- o Teaching and Learning Policy

<u>What is emotional regulation?</u>

At SILS, we recognise that an understanding of our emotions is a key aspect of regulating behaviour; and through **Emotion Coaching and being aware of Attachment and Trauma theory,** students and adults are able to regulate their behaviour.

Behaviour regulation is about **providing an environment where students can make positive choices, understand expectations, feel relaxed, let off steam, and have energy left to face challenges in their daily life**.

Self-regulation is the ability to control one's behaviour, emotions, and thoughts in the pursuit of long-term goals. More specifically, emotional self-regulation refers to **the ability to manage disruptive emotions and impulses**—in other words, to think before acting.

There are four basic self-regulation strategies that all students need to be able to use: **goal-setting, self-monitoring, effective use of self-instructions or self-talk, and self-reinforcement**.

We have a duty to work in partnership with parents and families, to help pupils to understand and decipher right from wrong.

Underpinning this policy is the belief that everyone can learn to self-manage and self- regulate their own emotions and behaviour.

We encourage reflective thinking. We aim to give our students confidence in their capacity to think for themselves and self-regulate in order to make sense of their own lives and experiences.   We do not accept prejudice in any form.

Expectations and Responsibilities

Expectations of students

The behaviour expectations detailed below have been developed in consultation and with contributions from the students at SILS:

- ✓ To arrive to school on time and in uniform
- ✓ To remain in their classes or assigned groups
- ✓ To have a positive attitude to learning and ethos of the school
- ✓ To be safe
- ✓ To feel confident asking for help
- ✓ To follow instructions first time
- ✓ To keep hands and feet to themselves
- ✓ To listen to others and expect to be listened to
- ✓ To speak politely and respectfully
- ✓ To care for others and to look after our property

Expectations of parents/carers

- To ensure their child's regular attendance and punctuality
- To work in partnership with the school to ensure that their child meets the school's expectations
- To support the work around Emotion Coaching in order to develop self-regulation and display of positive behaviour in and out of school
- To keep the school informed of circumstances which may affect their child's learning and behaviour
- To engage in dialogue with the school to discuss and review their child's progress e.g. participation with academic, behaviour or attendance review days and respond to letters or phone calls

Expectations of Teaching staff

- To provide opportunities and experiences for students to learn to the best of their ability in line with the Teaching and Learning Policy
- To provide differentiated activities with high expectations for engagement
- To promote, teach and model positive behaviour in your interactions with other staff and students
- To model respect by treating students with fairness and consistency
- To teach interpersonal skills through reinforcing positive supportive relationships in teaching groups

- To consistently implement the school's SEND and Behaviour Regulation Policy
- To use the Emotion Coaching approach consistently with students
- To ensure that the climate of reward and praise outweighs sanctions

Expectations of Teaching Assistants

- To effectively provide support for all students including those with SEND or additional needs within the classroom
- To work in collaboration with the teacher to remove barriers to learning for individuals and groups of students
- To work with the teacher to create and sustain a positive learning environment where praise and encouragement outweighs sanctions
- To consistently implement the school's SEND and Behaviour Regulation Policy
- To model respect by treating students with fairness and consistency in line with the Behaviour Regulation Policy
- To teach interpersonal skills through reinforcing positive supportive relationships in teaching groups

Expectations of Tutors

- To effectively deliver the SEAL curriculum and develop student's interpersonal skills by promoting positive, supportive relationships within the tutor group
- To maintain positive communication between home and school
- To provide guidance and assistance to individuals as necessary
- To help develop and monitor individual support plans
- To model respect by treating students with fairness and consistency in line with the Behaviour Regulation Policy
- To teach interpersonal skills through reinforcing positive supportive relationships in teaching groups.

Expectations of Specialist Intervention Staff

- To provide support, guidance and feedback which informs teaching staff and parents to understand the individual needs of the students
- To provide regular updates and information on students receiving specialist intervention, such as their barriers to learning
- To support and facilitate reflective conversations in line with the Emotion Coaching model
- To contribute to the design and development of individual support plans and settling in plans

Expectations of the Senior Leadership Team

- To create a culture where pupils and staff flourish in safety and dignity
- To lead d the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life
- To train staff to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly.
- To review the Behaviour Regulation Policy in conjunction with the management committee, giving due consideration to the school's statement of behaviour principles
- To ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- To monitor how staff implement this policy, and to ensure rewards and sanctions are applied consistently and effectively

Expectations of The Management Committee

- To monitor the effectiveness of the school's behaviour regulation policy, holding the headteacher to account for effective implementation
- To support the Headteacher and Senior Leadership Team in the monitoring of attendance and exclusions

Our Emotional Regulation Approaches

The maintenance of good behaviour is the responsibility of all staff, governors and parents. We expect our staff and parents to be good role models for our students, as they develop their attitudes for successful adult life in modern Britain.

The SILS Behaviour Regulation Policy is based on the Emotion Coaching model. Emotion Coaching teaches individuals methods to support themselves when struggling to regulate their behaviour. Emotion coaching enables individuals to diffuse and de-escalate situations where and if they become upset, angry or aggressive.

Emotion Coaching considers the needs, feelings and emotions within the presented behaviour, and then works on strategies to allow the user to regulate themselves, thereby resulting in change and a more effective response.

How emotional coaching works…

Emotion Coaching allows a person to create a framework to base their self - regulation around, and opportunities to learn necessary strategies in the moment.

Emotional coaching follows a 4-step process:

Step 1

Recognising the student's feelings and empathising with them

Step 2

Validating the feelings and labelling them

Step 3

Setting limits on behaviour (if needed)

Step 4

Problem-solving with the student

The emotional coaching model affords school staff the opportunity to move away from the traditional approach of sanction and reward.

As long-term behaviour change takes time, we accept that students may from time to time stumble or fail. Therefore, a part of the Emotion Coaching approach is to persist with encouragement and coaching to achieve long term success.

Where a student does not initially succeed, alongside imposition of sanctions, the Emotion Coaching approach is to discuss the nature of the poor behaviour, the student's emotions and how they could act differently in the future, to achieve a successful outcome.

The staff will also work with parents/carers and other agencies to ensure that the support or intervention is not confined to school hours.

Praise and Reward -

Positive, regulated behaviour at SILS is recognised and celebrated across the school. The celebration may be during assemblies, tutor-time, lessons, or at various points during the school day.

Positive behaviour is recorded on SIMS and it is communicated to parents, families and carers via telephone call, text message, termly reports or post cards.

There are also opportunities throughout the year to celebrate other aspects of a student's positive engagement to school and students are encouraged to consider and discuss appropriate rewards for their hard work and commitment to the school's values.

Positive behaviour will be discussed on a regular basis with students both in lesson and during tutor engagement. Both positive and negative behaviours will be part of a narrative shared with parents/carers and this may be communicated via meetings, telephone conversations, text messages or email where appropriate.

Recognition is also given for outstanding attendance. Rewards and or certificates will be given to students who have either 100% attendance for a period of 1 term or students who have made a significant improvement to their attendance and punctuality over the same period.

At several points during the school year students will also be able to participate in extracurricular activities that celebrate their behaviour for learning, attendance, meeting the school's values and contributing to the school's learning environment that allows teachers to teach and students to learn.

Logical Consequences

We recognise that students may sometimes be in distress, dysregulated and present with behaviours that may have a negative impact on their learning, or the learning of others within the school community.

Where the above occurs, the student will be given the opportunity and space to regulate their behaviour. However, there may be occasions where the student's behaviour continues to be dysregulated. When this occurs, we will respond to this behaviour in the stages listed below:

Stage 1:
(Student becomes dysregulated)

- ➢ Staff will attempt to understand the emotions which could be leading to the behaviour
- ➢ Staff will try to de-escalate, reassure or distract
- ➢ Staff will remind the student of the expected behaviours
- ➢ Staff will try to re-engage them back into learning
- ➢ Staff should record on SIMS and/or CPOMS where appropriate

Stage 2:
(Student is unable to regulate themselves and becomes more disruptive)

- ➢ Staff will utilise the second adult/TA in the room to regulate the student
- ➢ If needed, students can be moved to a different area to try to regulate behaviour
- ➢ Staff should record on SIMS and/or CPOMS
- ➢ A 'reflect and repair' conversation will take place at a later date between the student and relevant staff. This will be logged on SIMS
Incident will be raised at the debrief and sanction discussed
- ➢ If this is a persistent behaviour, information will be added to their individual support plan and strategies shared with staff

Stage 3:
(Inclusion team engages with family and professionals)
- ➢ Sanction may be applied after careful consideration and discussion. This usually takes place with the support of the debrief process in which teaching /pastoral /therapeutic staff are able to offer their views and insights, as appropriate
- ➢ Decisions made in consultation with SLT are communicated to students (and when appropriate parents/carers are also informed) as to why they received

the sanction and supported to reflect on what they can do to avoid future sanctions
➢ On return to school, a restorative conversation will take place in order to repair relationships and set future goals and boundaries

Recording

All events regardless of severity will be recorded on our centralised system (SIMS), this information will be used to take positive action in reducing poor behaviour, following the functional behaviour assessment process (APPENDIX 1).
When a Repair and Reflect conversation has taken place, this should also be recorded on SIMS, as well as on the document provided in Appendix 4.

Behaviour thermometer

The behaviour thermometer aims to empower students to understand the choices they make and the impact on both themselves and the wider school community.

The thermometer is laid out clearly and visually. It shows students how appropriate behaviours will generate positive responses. Similarly, dysregulated behaviours are shown through incremental steps up the thermometer.

In using the language of 'choice', we afford students the opportunity to take responsibilities for both their positive and dysregulated behaviours.

Behaviour Thermometer	
You have lesser options here	**Options that adults may consider**
Actions affecting the community - SEVERE o Bringing weapons into school o Bringing illegal substances to school o Bringing unauthorised people on to site o Repetitive threats and violence o Targeted assaults (staff and pupils) o Malicious allegations against staff or other pupils o Significant risks to safety	o Permanent Exclusion o Risk Assessment Conducted o Referral to Alternative Provision
Actions affecting the school community o Use of force against staff and pupils	o Fixed Term Exclusions o Family / Agency meeting

o Racism, sexism, homophobia and other forms of discrimination o Bullying and intimidation of students or staff o Significant damage to property o Intentionally setting off the fire alarm o Theft o Smoking/vaping on site, or the possession of smoking paraphernalia o Inappropriate use of social media to victimise other members of the school community	o Personalised Learning Plans o Timetabled 1:1 time o Restorative practice o Contributions to repairs
Actions affecting a larger group o Threatening or abusive behaviour o Fighting o Inciting others o Disrupting lessons o Damage to classroom resources o Stopping staff from helping others o Leaving the school site	o Family meeting o Provision Review o Timetabled 1:1 Time o Afterschool catch-up o Restorative Practice o Reparation
Actions affecting another person o Encouraging another pupil to leave lesson o Negatively encouraging others o Destroying another's work o Play fighting o Targeted swearing	o Work in a separate room o Restorative Practice o Calls made home o Meetings with staff o Catch-up time o Being on report o Behaviour reflections o Verbal warnings
Actions affecting you o Missing lessons/assemblies o Not engaging in learning o Being unsafe online o Destroying your own work o Swearing	o Positive behaviour report o Loss of enrichment time o Catch-up time o Phone calls home o Talk with trusted adult o Verbal reminder

'What can I do to get it right?'	
o Arrive on time and in uniform	o Praise
o Remain in your class group	o Recommendation to mainstream
o Have a positive attitude	o Merits
o Be safe	o Vouchers and prizes in assembly
o Do not be afraid to ask for help	o Certificates
o Follow instructions the first time	o Mentioned in school newsletter/website
o Keep your hands to yourself	o Positive phone call
o Listen to others and expect to be listened to	o Celebration trips
o Speak politely and respectfully	

Reflect and Repair – The restorative approach / reflective conversation

Restorative approaches to resolving conflict not only seeks to address what has happened and reflect on the needs of those involved, but it is a reflective conversation designed to reduce the likelihood of the same situation reoccurring.

Reflective language is used with students after incidents or moments of crisis.

We will use the behaviour thermometer to engage and support students to reflect on their behaviour, aiming to enable the student to learn from their mistakes and prevent a repeat of the same behaviour. These approaches, as outlined in the behaviour thermometer, include catch up conversations, coaching, parent meetings, individual support plans and reflect and repair meetings.

Reflect and repair meetings are managed by an objective and impartial member of staff who is not directly involved in the incident. The students (and, in some cases, staff) are invited to talk about how the experience made them feel. They are asked to elaborate on their feelings and their reasons for acting in the way that they did. If appropriate, we may involve parents and/or the injured party in the discussion and encourage the perpetrator to apologise to the victim.

The Reflect and Repair Questions:

- What has happened?
- How do you/others feel?
- What needs to happen to put things right?
- What could have been different/could you do differently?

Policy review process

The behaviour regulation policy is continuously reviewed and assessed for its effectiveness by the senior leadership team in communication with staff teams.

The effectiveness of the policy is also reviewed by the management committee via discussions and reports from the Headteacher and other members of SLT on a termly basis.

This policy will be reviewed annually at the end of the academic year, taking account of government and local authority guidance.

Review of policy   **July 2023**

Adopted by management committee: **7 November 2022**

Appendix 1 – Functional Behaviour Assessment Process

Functional Behaviour Assessment Process
(continuing piece of work – G. Moreno – Emotional and behaviour difficulties 2021)

Specifics
- List challenging behaviours
- Prioritise and select behaviour of greatest concern
- Define behaviour
- Identify settings of most occurrences

Collaborate
- Parent(s), carers and family members
- Knowledgeable faculty and staff
- When appropriate, the student themselves
- Examination of records (attendance, behaviour record on SIMS)

Collection
- Recording information
- Frequency
- Non-intrusive outsider observations (EP ~)

Manipulation of Process
- Altering daily schedule
- Modifying levels of instruction
- Peer assistance
- Contingent expectations – desired behaviours

Behaviour Support Planning
- Reinforcement for demonstration of desired behaviour
- Behaviour contract with student
- Referral to external agencies for assistance and collaboration

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Appendix 2 - Student Code of Conduct / Praise and Concerns

Academic Achievement	+1 Praise
Excellent Effort	+1 Praise
Outstanding Work	+1 Praise

CORE VALUES	Students that meet or exceed the CORE VALUES (GREAR) will receive a MERIT for their effort.
Growth	
Resilience	
Excellence	
Ambition	
Respect	

Definition of our Core Values

Growth - the act or process, or a manner of growing; development; gradual increase.

Resilience - the ability of a person to adjust to or recover readily from illness, adversity, major life changes, etc.

Excellence - the fact or state of excelling; superiority, eminence.

Ambition - an earnest desire for some type of achievement or distinction, as power, honour, fame, or wealth, and the willingness to strive for its attainment.

Respect - esteem for or a sense of the worth or excellence of a person, a personal quality or ability, or something considered as a manifestation of a personal quality or ability.

Appendix 3 - Screening and Searching Procedures Wanding Procedures

Ensuring school staff and pupils feel safe and secure is vital to establishing a calm and supportive environment that is conducive to learning at SILS.

Using searching, screening and confiscation powers appropriately (as per the DFE guidance, effective 1 September 2022) is an important way to ensure pupil and staff welfare is protected and helps us to establish an environment where everyone is safe

Searching can play a critical role in ensuring that our school is a safe environment for all. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The SILS Headteacher and staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, or any other item that the school identifies that they may be searched for, or as part of the school's daily regime for all pupils before entry into the school.

Screening at SILS is conducted with the use of a hand-held metal detector (wand). All staff members who have received screening training may use the hand-held detector as part of the entry procedure into SILS.

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation require a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. *(Searching, screening and confiscation, Department of Education, 2022)*

Headteachers and staff authorised by them have the statutory power to search pupils of their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

The list of prohibited items may include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Balloon Gas Canisters
- Tobacco, cigarette papers or e-cigarette devices
- Grinders or any other drug articles
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- Any item that is considered harmful or detrimental to the school.

This list is not exhaustive and is used to highlight common articles that might be brought into school. School staff can seize any prohibited item found as a result of a search, items that are considered harmful or detrimental to the school can also be seized.

All searches and screening at SILS are part of the procedures for keeping pupils, staff and members of the school community safe, and parents should be assured that all searches will be implemented consistently, proportionately and fairly, in line with this policy and government guidance.

Appendix 4 - Restorative Meeting Template

Name of Student:
Date:
Details of incident:
Students involved:

What has happened?

How do you/others feel?

What needs to happen to put things right?

What could have been different/could you do differently?

SILS EXPECTS POSTER:

To build a culture of achievement and respect

SILS expects you to:

Arrive on time and in uniform	**Remain in your class group**	**Have a positive attitude**
Be GREAR!	**Do not be afraid to ask for help**	**Follow instructions the first time**
We keep our hands to ourselves	**Be proactive in lessons**	**Speak politely, clearly and respectfully**