



SOUTHWARK INCLUSIVE LEARNING SERVICE (SILS)

Behaviour Regulation Policy



Abstract: *the approaches in this policy are underpinned by trauma informed practice, emotion regulation principles and positive handling techniques.*

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

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

- a safe, caring and orderly environment where effective learning takes place
- provision of guidance to enable and encourage pupils to develop self-regulation skills, and acceptance of responsibility for their actions
- guidance to encourage pupils to be reflective learners who are able to listen and appreciate other views or opinions

The policy was developed in consultation with members of the school community, and it is set within the context of the school's vision, its core values and the statutory duties laid out in the Equality Act 2010 and Part 1 of Keeping Children Safe in Education (KCSiE).

The school's expectations and approaches within this policy includes:

- high expectations of pupils conduct and behaviour
- a calm and safe environment across the school
- school leaders visibly and consistently support staff in managing pupil behaviour
- measures are in place to improve pupil behaviour and interventions are provided to help pupils meet behaviour standards, with adjustments for pupils with a disability or special needs
- pupil behaviour does not normally disrupt teaching, learning or school routines, i.e. poor behaviour or disruption is not tolerated
- proportionate action is taken to restore expected standards of behaviour
- all members of the school community contribute to a positive, safe environment in which bullying, physical threats, abuse and intimidation are not tolerated
- pupils are safe, feel safe and everyone is treated with respect, and
- any incident of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively

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 aims of promoting good behaviour and discipline on the part of all pupils 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 pupils at the school
- to promote a calm environment where pupils 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 pupils 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 high standards and clear rules reflect the vision and values of the school. The Vision 'to provide a nurturing and aspirational environment that empowers all learners to develop into confident resilient adults who are prepared for the future', and the values – Growth, Resilience, Excellence, Ambition and Respect, collectively acting as levers for raising standards.

The SILS 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.

Policy Links

As part of a whole school approach to behaviour and safeguarding, it is recognised that the behaviour policy will not operate in isolation, but in conjunction with others which includes:

- PSHE Education Policy
- SRE Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- E-safety Policy
- Teaching and Learning Policy
- Positive Handling Policy

SILS Emotion Regulation Approaches

The maintenance of good behaviour is the responsibility of all - staff, governors, parents and pupils; and we expect all members of the school community to be good role models for our pupils.

This behaviour policy is based on the Emotion Coaching model. Emotion Coaching teaches individuals how to support themselves when struggling to regulate their behaviour. Emotion coaching enables individuals to diffuse and de-escalate situations when 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.

As we recognise that our emotions and ability to regulate them will determine how well pupils manage their behaviour, the understanding of emotion coaching and attachment / trauma theory, underpins the approaches and expectations in this policy.

To facilitate emotion and behaviour regulation, we provide pupils with the environment where they understand expectations and consequences, feel relaxed to let off steam, and are able to self-regulate, i.e. think before acting, and thereby make positive choices.

In the work with pupils, we teach and highlight the four basic self-regulation strategies that all pupils need, we work with parents and families to help pupils to understand and decipher right from wrong, and we encourage reflective thinking to give pupils the confidence to think for themselves.

Emotion Coaching Framework – the 4-step process:

Step 1

To recognise an individual or pupils' feelings and empathise with them

Step 2

To validating the feelings and label them

Step 3

To set limits on behaviour (if needed)

Step 4

To problem-solve with the pupil

The emotion coaching model affords staff the opportunity to move away from the traditional approach of sanction and reward. But to work with pupils who may from time to time stumble or fail, and as part of emotion coaching persist with encouragement and coaching to achieve long term self-regulation and success.

Where a pupil does not initially succeed, alongside consequences for the actions, the emotion coaching approach is to discuss the nature of the poor behaviour, the pupil's emotions and how they could act differently in the future, to achieve a successful outcome.

The school's approaches may include dialogue with parents and other professionals on support or intervention that may be required to address needs.

Expectations and Responsibilities

To ensure that high expectations of conduct and behaviour, and a calm, orderly and safe environment across the school is maintained, the responsibilities of all members of the school community is set out below:

Code of Conduct & Expectations of Pupils – (developed in consultation and with contributions from pupils)

- ✓ 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 pupils 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 pupils
- ✓ To model respect by treating pupils 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 pupils
- ✓ To ensure that the climate of reward and praise outweighs sanctions

Expectations of Teaching Assistants

- ✓ To effectively provide support for all pupils 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 pupils
- ✓ 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 pupils 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 pupil'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 pupils 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 pupils
- ✓ To provide regular updates and information on pupils 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 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 policy, holding the headteacher to account for effective implementation
- ✓ To support the Headteacher and Senior Leadership Team in the monitoring of attendance and exclusions

Classroom Code of Conduct – summary of expectations

In our classrooms we will LEARN

- ✓ **Listen — one person talks in any situation. One voice!**
- ✓ **Enter the room on time, calmly and remain in lesson**
- ✓ **All instructions followed first time that you are asked**
- ✓ **Respect pupils, staff and property. No answering back**
- ✓ **Never forget to always try your best in lessons**

Praise and Reward

At SILS, positive, regulated behaviour is recognised and celebrated at various points during the school day. The recognition in form of praise, encouragement or rewards may be during lessons, in assemblies, tutor-time, or in phone calls or letters to parents.

Positive behaviour is celebrated and recorded. Recognition is given to outstanding attendance, achievements, progress, contributions to the community, demonstration of leadership and other examples of personal development.

We expect all to exemplify our school values: **Growth, Respect, Excellence, Ambition, and Respect.**

The merit / reward system is central to the recognition of achievements by pupils across all areas of the school. The table below provides an overview / guide to staff and pupils, to enable consistency when awarding merits to pupils.

Frequency	Achievement	Reward	Reward	Who
Daily	<ul style="list-style-type: none"> Code of conduct Positive behaviour/language in lessons and around the school Trying their best in lessons 	<p>Language of praise</p> <p>Merits 4 max / lesson</p> <p>4 Merits can be awarded in every lesson as:</p> <ul style="list-style-type: none"> 1 Merit = Punctuality to lesson 1 Merit = Follow instructions in the lesson 1 Merit = High quality work in a lesson 1 Merit + homework 	<p>Positive phone calls home</p> <p>Positive SIMs entries</p> <p>Well done cards issued by subject teachers</p>	Teachers / tutors
Weekly	<ul style="list-style-type: none"> Attendance Code of conduct Positive behaviour / language in lessons or around the building Trying their best in other areas 	<p>Pupils are praised /recognised during weekly assembly by tutors / Pastoral lead</p> <p>Categories:</p> <ul style="list-style-type: none"> Attendance & punctuality (90%+) Achievement (75+ merits in diaries) Tutor merits (max 3 per day for presentation – uniform work correctly, behaviour around the school random act of kindness, etc.) 	<p>Pupils are individually rewarded</p> <p>Prize to include:</p> <ol style="list-style-type: none"> Certificates Vouchers HOY makes a Positive phone call home Pupil(s) make decision on the whole school meal for a particular day 	HOY / Pastoral lead
Half-termly	<ul style="list-style-type: none"> Attendance Code of conduct Positive behaviour/language in lessons and around the building Trying their best in lessons 	<p>Tutor groups compete amongst themselves in 2 categories:</p> <p>Attendance and Most merits</p> <p>Attendance:</p> <p>1st place 90% tutor attendance</p> <p>2nd place -80% tutor attendance</p> <p>Merits:</p> <p>1st place Mean tutor score of 67 joint merits (90%)</p> <p>2nd place Mean tutor score of 60 joint merits (80%)</p>	<p>Tutor Award – Year Group or Joint Assembly Half-termly</p> <p>At which winners for the half-term are announced and celebrated</p> <ul style="list-style-type: none"> Special Tutor Certificate and a GREAR trophy or similar symbol of achievement) Prizes could include Family Dining where Tutor and co-tutor take young people for a meal in a local restaurant Golden Time: pupils choose an afternoon to go bowling, cinema or similar with their tutor and co-tutor 	SLT/HOY
Termly	<ul style="list-style-type: none"> Attendance Code of conduct Positive behaviour/language in lessons and around the building Trying their best in lessons 	<p>Tutor groups compete in 2 categories: attendance and most merits over the term</p> <p>Attendance:</p> <p>1st place 90% tutor attendance</p> <p>2nd place -80% tutor attendance</p> <p>Merits:</p> <p>1st place Mean tutor score of 67 joint merits (90%)</p> <p>2nd place Mean tutor score of 60 joint merits (80%)</p>	<p>Tutor Award – Year Group or Joint Assembly Every Term</p> <p>At which winners for the term are announced and celebrated</p> <p>First Place – Gold Award:</p> <ol style="list-style-type: none"> a special Tutor Certificate and a GREAR trophy or similar symbol of achievement) A special trip (e.g. activity trips such as weekend outdoor trips etc.) <p>Second Place – Silver Award:</p> <ul style="list-style-type: none"> Family Dining where Tutor and co-tutor take young people for a meal in a local restaurant Golden Time: pupils choose an afternoon to go bowling, cinema or similar with their tutor and co-tutor 	SLT lead
Once or Twice / Year	<ul style="list-style-type: none"> Attendance Code of conduct Positive behaviour /language in lessons and around the building Citizenship/ positive community engagement 	<p>Acknowledgement of individual pupils for:</p> <ol style="list-style-type: none"> Attendance Learning (subject specific) Most improved Citizenship (community) GREAR (growth, resilience etc...) – character building 	<p>Special whole school assembly where parents / Governors are invited and achievements are celebrated. Pupils to play a role at these events with performance, exhibitions, speaking presentations, etc.</p> <p>Prizes to be decided</p>	HT / Associate HT
Whole school				

Logical consequences of behaviour

We recognise that pupils 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 pupil will be given the opportunity and space to regulate their behaviour. However, there may be occasions where the pupil's behaviour continues to be dysregulated. When this occurs, we will respond to this behaviour in the stages below:

Stage 1: (Pupil 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 pupil of the expected behaviours and consequences
- Staff will try to re-engage them back into learning

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

- Staff will utilise the second adult/TA in the room to regulate the pupil
- Staff will remind the pupil of the expected behaviours and consequences
- If needed, pupils can be moved to a different area to try to regulate behaviour
- A 'reflect and repair' conversation will take place at a later date between the pupil and relevant staff.
- Incident will be raised at the debrief and consequences discussed
- If this is a persistent behaviour, information will be added to their individual support plan and strategies shared with staff

Stage 3: (Inclusion or intervention team engages with family and professionals)

- Sanction may be applied after careful consideration. This may usually take 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 and consequences made in consultation with SLT are communicated to pupils (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

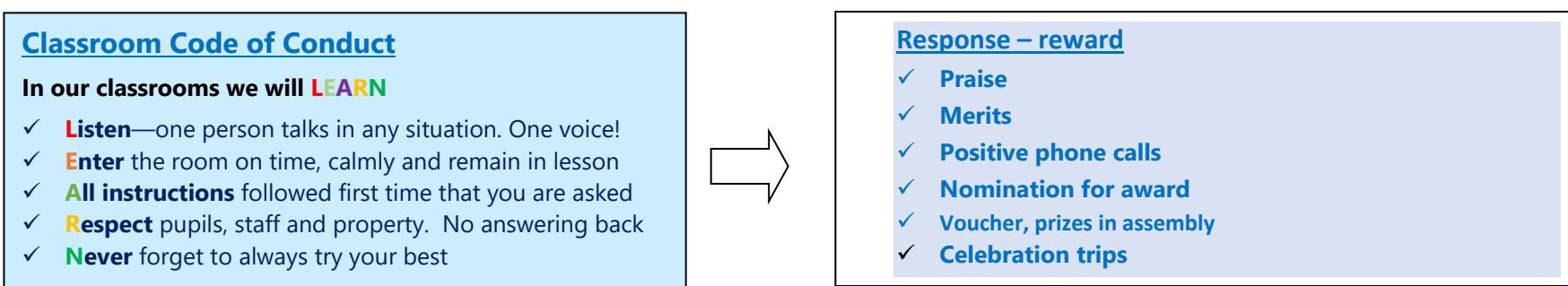
All incidents under Stages 1 – 3 regardless of the severity will be recorded on SIMS (the School Information Management System).

This information will be used to take positive action in reducing poor behaviour, following the functional behaviour assessment process (Appendix 1), and 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.

Logical Consequences

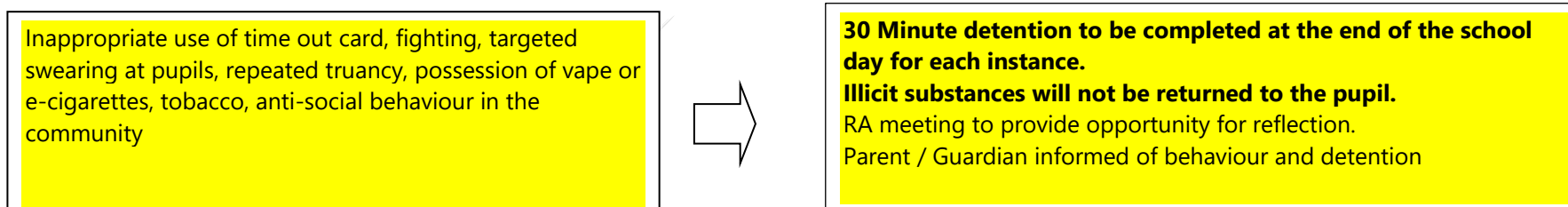
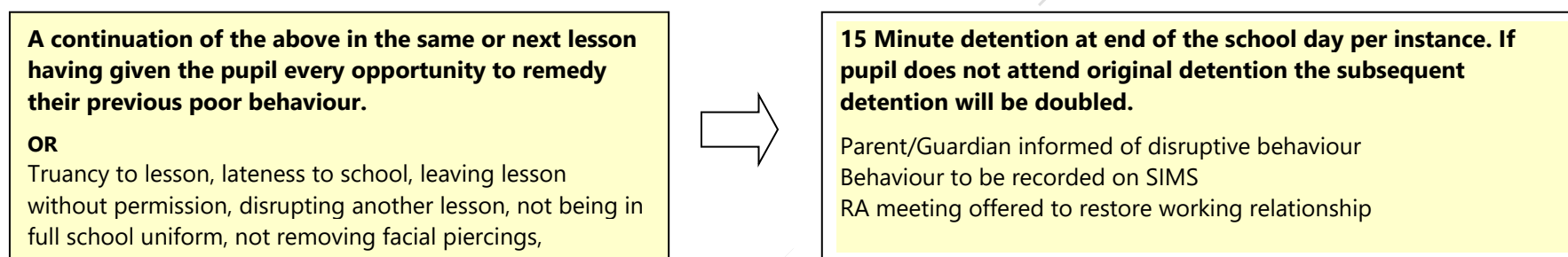
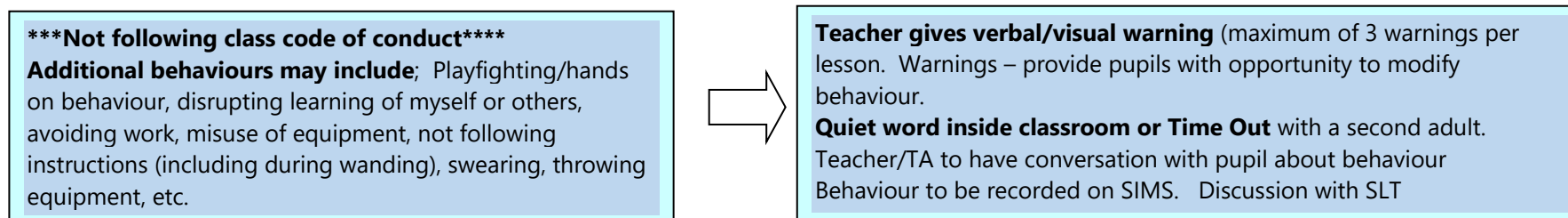
The flow chart aims to empower pupils to understand the choices they make and the impact on themselves and others. The visual representation also shows the incremental steps and consequences of dysregulated behaviours; and in the language of 'choice', it will afford pupils the opportunity to take responsibilities for their actions.

The flow chart provides staff with guideline on to how to deal with incidents. It is not prescriptive and each incident should be considered within its context. The guidance should aid whole school consistency in the determination of the staged approaches to emotional regulation.

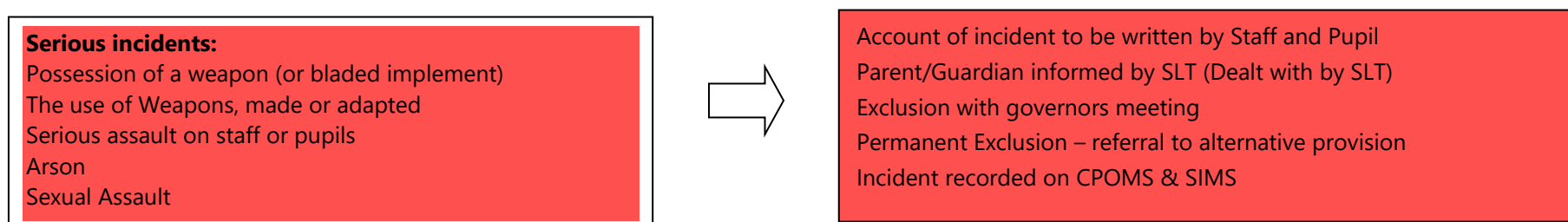
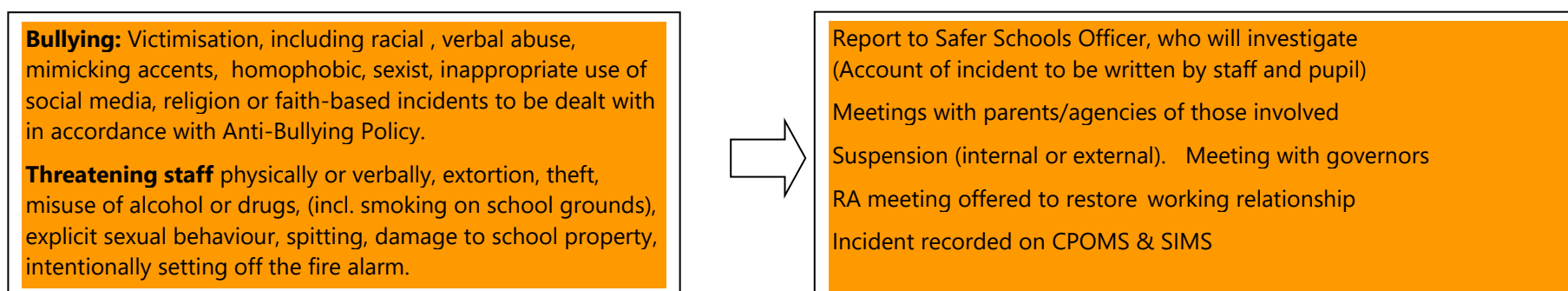


Examples of dysregulated behaviour

Responses to dysregulated behaviour



Further refusal to turn up to detention will result in **Pastoral leader (or AHT) detention**. Letter and text sent home to inform Parent/Guardian of detention. **Other sanctions may include withdrawal from class for a short time, or internal exclusion with SLT**. Pupils are encouraged and guided to reflect on their behaviour and actions. **Restorative meeting** offered to restore working relationship.



All incidents of dysregulated behaviour and safeguarding MUST be recorded on CPOMS and SIMS within 24 hours.

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 pupils after incidents or moments of crisis.

We will use the behaviour thermometer to engage and support pupils to reflect on their behaviour, aiming to enable the pupil 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 pupils (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?

COMPLAINTS

All complaints arising from the operation of this policy will be considered under the school's complaint procedure.

Policy review process

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

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

A full review of the policy is undertaken annually at the end of the academic year, taking account of guidance from statutory bodies and the DFE on issues related to positive behaviour, exclusions / suspensions and restrictive physical intervention.

Approvals

The Management Committee approved the policy on:	7 th November 2022.
Mid -Year Review by school staff:	23 January – 21 February 2023
End of Year Review:	July 2023
Chair of Management Committee:	Sue Millington

End of policy

Appendix 1 – Functional Behaviour Assessment Process

(continuing piece of work – G. Moreno – Emotional and behaviour difficulties 2021)

<p>Specifics</p> <ul style="list-style-type: none">● List challenging behaviours● Prioritise and select behaviour of greatest concern● Define behaviour● Identify settings of most occurrences
<p>Collaborate</p> <ul style="list-style-type: none">● Parent(s), carers and family members● Knowledgeable faculty and staff● When appropriate, the pupil themselves● Examination of records (attendance, behaviour record on SIMS)
<p>Collection</p> <ul style="list-style-type: none">● Recording information● Frequency● Non-intrusive outsider observations (EP ~)
<p>Manipulation of Process</p> <ul style="list-style-type: none">● Altering daily schedule● Modifying levels of instruction● Peer assistance● Contingent expectations – desired behaviours
<p>Behaviour Support Planning</p> <ul style="list-style-type: none">● Reinforcement for demonstration of desired behaviour● Behaviour contract with pupil● Referral to external agencies for assistance and collaboration

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 Pupil:
Date:
Details of incident:
Pupils 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 Classroom Code of Conduct

In our classrooms we will **LEARN**

- ✓ **Listen** — one person talks in any situation. One voice!
- ✓ **Enter the room on time, calmly and remain in lesson**
- ✓ **All instructions followed first time that you are asked**
- ✓ **Respect pupils, staff and property. No answering back**
- ✓ **Never forget to always try your best in lessons**

Quietly and Calmly Corridor Conduct

SLOW DOWN

Help avoid congestion. Slow down when the corridors are busy and never push or shove.



MOVE CALMLY

Move quietly and calmly at all times (*strictly no running or boisterous behaviour*) and treat all other pupils and staff with consideration and respect.

KEEP LEFT

Keep to the left where there is two-way traffic in a corridor or stairway to avoid congestion.



BE QUIET

Be very quiet in corridors during lessons and have consideration for the pupils and teachers in classrooms who are trying to work.



BE KIND

Say "Please"
Say "Thank You"
Say "I am sorry"
We are family – Let's care for one another
No swear words
No homophobic and racist language
Help each other



KEEP TIDY

Take pride in SILS and its environment. Keep it litter free and encourage others to use bins.



RESPECT

Treat school property with respect. It belongs to all of us.



PERSONAL SPACE

Respect each other's personal space, you should not come into contact with one another



This code of conduct is written to ensure that the corridors of our school are safe

