



Elm Academy

Behaviour for Learning Policy

Adopted by Academy Advisory Committee: 15/03/2021

To be reviewed: 15/03/2023

HIGH EXPECTATIONS LEAD TO HIGH ACHIEVERS
PART OF THE AMBITIONS ACADEMIES TRUST

Introduction

This policy is written in conjunction with Elm Academy's SEND Policy, AAT's Exclusions Policy, Safeguarding Policy and Care and Control Policy

Aims:

- To create a safe and secure learning environment in which everyone is treated fairly and with respect;
- To ensure that children behave appropriately in order that they may develop academically, socially and emotionally;
- To set acceptable standards of behaviour;
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour.

We expect all members of the Academy's community to play a part in supporting these aims.

Children: knowing how they are expected to behave and knowing the consequences of their behaviour.

Staff: presenting good role-models of behaviour and managing behaviour in a fair and consistent manner.

Parents and Carers: working in partnership with the Academy to uphold the policy.

Academy Advisory Committee: monitoring and supporting the policy and evaluating its impact.

Children with Special Educational Needs: Some children have special educational needs, including those with social, emotional mental health difficulties.

We recognise that for some children appropriate behaviour may seem difficult. Suitable support will be given to achieve these aims.

Baseline Behaviour Expectations:

Elm Academy has established a baseline of expectations it requires pupils to meet in the course of their day to day learning. Every pupil is valued at our Academy and should receive equal opportunities for taking responsibility in the Academy.

The underlying message within this baseline expectation is that all pupils are, 'prepared to learn' and have 'high expectations.' This baseline is:

Maintain and promote high expectations in everything they do;

- Treat others as they would like to be treated, be caring and considerate towards others, and respect each other's personal space;
- Work hard and to the best of their ability;
- Make positive contributions to class discussions and value differing points of view; take responsibility for their learning and ask if they do not understand;
- Listen carefully whilst other children and adults are talking; respond promptly and politely to peers and all adults in the Academy;
- Work sensibly with other children in the classroom; talk quietly and not interrupt;

- Behave sensibly and in an orderly fashion when moving around the school, walking on the left in single file; look after personal belongings; take good care of the Academy environment; tidy away equipment;
- Take responsibility for their own actions and consequences;
- Develop the self-esteem of everyone in the Academy, through praise, rewards, teamwork;
- Promote mutual respect;
- Create a climate in which quality relationships can develop between everyone in the Academy;
- Promote mutual understanding and teamwork in order that an atmosphere is created for effective learning.

The academy understands that all behaviour is a form of communication. Adults and children are communicating something through their behaviour during every moment of every day even if they are unaware of it. Inappropriate behaviour can be a sign that there is something wrong and all behaviour should be analysed through a lens of care and concern in order to maintain positive relationships.

Pupils will be provided with support and encouragement to help them adhere to the expected behavioural standards. These are important as they serve to create a safe, respectful learning environment in which all pupils can learn and thrive.

It is acknowledged that some pupils may need additional support to achieve the expected standard of behaviour in our academy. Working with the pupil and their parents/carers the academy will ensure all pupils are supported to achieve their best.

Rewards and sanctions are seen as a logical consequence of behaviour. They serve to recognise and reinforce effort to adherence to the academy's behavioural expectations and can be implemented to try and remediate issues and prevent behaviour that falls below expectations from escalating.

Rewards – Our academy uses a range of approaches to reward good behaviour and hard work. Stars form part of our House system, pupils are encouraged to demonstrate good behaviour and to work hard to gain stars for themselves and for other pupils in their House. The following are a sample of these rewards.

- Stars – good behaviour, manners, homework, hard work
- Badges – to celebrate gaining 100 stars
- House System
- Passports – certain agreed activities
- Postcards home
- Positive phone calls home
- Attendance awards
- Sporting awards
- Prefect Badges
- Head Boy/Girl
- House Captain

Behaviour strategies and the teaching of good behaviour:

The Academy uses a variety of strategies to support and develop good behaviour, when children go further than the expected appropriate behaviours and staff should look for opportunities for teaching good behaviour. This would be achieved through being transparent

around the academy's culture, ethos and behavioural expectations in the classroom and around the site and teaching what is required through practice, modelling, recognition and reinforcing through praise and reward and consistency. rather than through purely punitive measures. Developing good relationships with pupils and establishing clear boundaries is key to raising self-esteem and reducing anxieties that may undermine good behaviour for learning.

Curriculum – To better understand their own emotional responses to situations and rights and responsibilities, the Academy visits topics during PHSE, other curricular lessons and assemblies. Where possible the Academy takes opportunities to use outside agencies to support the teaching of our culture and ethos, - through showing how the academy's culture and ethos supports wider societal expectations such as the Schools and Community Team. It is of great importance however, that children understand that all children are different and may be responded to slightly differently. It is key to teach our children that they are all treated fairly but not necessarily in the same way. It is also important when dealing with situations that the behaviour is targeted and not the child as it is vital to understand that all behaviour is communication and we continually seek to identify the cause rather than **just** dealing with the symptoms.

Restorative Approaches – It is often appropriate for our Academy to use restorative approaches which encourages pupils to take responsibility for their own behaviours and how they approach accepting and understanding the consequences for that behaviour. Restorative approaches seek to rebuild relationships that may have broken down due to behavioural incidents and are a way of teaching pupils and staff to see issues from different stand points. Restorative approaches serve to build emotional intelligence and can support the development of empathy focusing on the consequences of behaviour and its impact.

Consistency across the Academy also allows pupils to predict outcomes for their actions and then make appropriate choices regarding their behaviour.

Sanctions

Pupils who persistently fail to adhere to the baseline expectations that Elm Academy sets out may place themselves at risk of receiving a sanction.

The purpose of sanctions is to teach pupils that there are consequences to behaviour that falls below an expected standard. Through the consistent application of sanctions when necessary, the positive culture and ethos of the academy is upheld. They provide an opportunity to reinforce expectations and to support a pupil who is struggling. Pupils will be encouraged to show they understand what is expected of them and to be able to demonstrate going forwards that they have the ability to act differently with an opportunity to enter into a restorative process as necessary. Ensure children understand what has happened and what they would do in a similar situation if it was to occur again and the consequences. This is to act as a deterrent for inappropriate behaviour and/or to demonstrate that we all value the baseline expectation that has been broken.

We deal with inappropriate behaviour by having a proactive approach, parents/carers will be contacted when inappropriate behaviour takes place on a frequent basis.

Consistently inappropriate behaviour may be dealt with in one or more of the following ways:

- Individual targets and specific rewards for the child separate from star reward system.

- Regular parent/carer, Phase leader/SLT and class teacher meetings.
- Pupils should make up time lost where appropriate in order to complete assigned work.
- A child who retaliates will be seen to be at fault as well.
- Creation of an Individual Behaviour Plan, completed with pupil and parents/carers
- Work left unfinished as a result of poor behaviour will be completed in the pupil's own time.
- Break time or lunch time detentions
- After school detentions – these detentions can vary in length dependent on the behaviour, they can vary from 30 minutes to 1.5 hours.

Typical, but not exhaustive, inappropriate behaviours leading to sanctions being issued:

- Disruptive behaviour in class
- Defiant behaviour towards staff
- Lateness
- Verbal abuse of pupils or staff
- Physical abuse of pupils or staff
- Truancy of lessons
- Damage to academy property

Incidences of inappropriate online behaviour or sexting will initially be managed by safeguarding procedures within the Academy, unless aggravating factors are evident, advice will be sought from the Police with any sanctions delivered by the Academy.

Use of Physical Intervention:

Used appropriately physical intervention can be viewed as taking control of a child who has temporarily lost the ability to regulate their own actions with the intention to return control to the child at the earliest possible moment.

Legally we are able to intervene if:

- The child is liable to cause physical harm to themselves or to another person.
- They are likely to cause considerable damage to property.
- Their behaviour is undermining the learning environment of the school.
- They are in danger of committing a criminal offence.

Physical intervention is never used as a punishment. Physical intervention should be reasonable and proportional to the perceived risk and should not be attempted if to do so would place the member of staff in unreasonable danger. This could be for example when a single member of staff is present during a fight and to intervene is likely to result in their injury therefore staff must intervene.

At Elm Academy we seek to minimise the use of physical intervention by emphasising the importance of other strategies and by encouraging the child to explore different behaviours to express their feelings.

Exclusion:

Escalating, inappropriate behaviours or serious breaches of the baseline behaviour expectations can result in further sanctions. Strategies to support the pupils in these instances

could include Fixed Term Exclusion or Permanent Exclusion, however these are deemed as a last resort.

Our Attitude to Exclusion:

We cater for young children in our communities, often with high levels of special, social and emotional mental health needs. We accept our coping capacity and skills in management has to be sufficient to cope with most behaviours that challenge our school environment: staff, pupils and physical space.

We are committed to ensuring that we have the knowledge, skills and resources which enable us to manage and support pupils to work within the behavioural expectations of the academy. The notion of acceptance, effective management, pastoral, sensory and intermediate therapeutic interventions are central to our philosophy. We accept that our children who find schooling and social interaction difficult for different reasons will often display behaviour that at times we may find troublesome.

We have always taken the stance that our pupils are unconditionally given the support and guidance when they need it so that they can regulate their behaviours within our behaviours for learning policy.

Exclusion, therefore, is very rarely used in our academy and should always be considered as a last resort.

Where Does Tolerance End?

There is no easy answer to this question. Each situation must be assessed on its own circumstances; each pupil's individual reactions and needs must be taken fully into account.

We do not adopt 'standard procedures' for all pupils in these situations. We do not generalise from the particular where our pupils are concerned.

Where we have concerns about a pupil's behaviour or they are at risk of exclusion, we will, in consultation with parents/carers, assess whether additional support or alternative provision is required. If a pupil has an Educational Health Care plan, working together with parents/carers, we will request an annual review or interim/emergency review and consult with other agencies to seek support and guidance.

There are circumstances, however, in which the only decision left, is to exclude the pupil.

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Appendix to Behaviour for Learning Policy

Statement of intent

The academy aims to act in accordance with the **Behaviour for Learning Policy** set out above as much as possible; however, we understand the necessity for additional rules and considerations while the school observes social distancing and infection control guidelines. This appendix sets out what additional actions the school will take when phased reopening begins.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

1. Enforcing new rules (infection control measures)

- 1.1 The academy ensures that infection control and social distancing rules are communicated effectively to all pupils.
- 1.2 Staff are informed about the measures in place so they can enforce these rules at all times.
- 1.3 The academy informs parents of any changes to provision outlined in this policy.
- 1.4 The academy expects pupils to uphold these rules at all times.
- 1.5 Staff are to use existing reward procedures, as outlined in this policy, to support the enforcement and understanding of these new rules.
- 1.6 Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- 1.7 The academy prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
- 1.8 Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined on an individual basis. If pupils are not able to adhere to the new control measures then the pupil will be expected to complete remote learning for a period of time, before they are reintegrated back into their 'bubble', on academy site.
- 1.9 Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND, will have an individual risk assessment, completed with parent/carer and pupil if appropriate. If at any point the risk is deemed too high due to the inability to maintain safe infection control measures, the pupil will be expected to complete remote learning for a period of time, before they are reintegrated back into their 'bubble', on school site and a new risk assessment completed.

- 1.10 Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

Appendix : Zones of Regulation - Tool for Emotional Regulation

At Elm Academy, we use Zones of Regulation to support children to understand their emotions in order to be emotionally regulated.

The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel into four coloured zones. The Zones framework provides strategies to teach children to become more aware of and more independent in controlling their emotions and impulses, manage their sensory needs and improve their ability to problem solve conflicts.

Red Zone – Extremely heightened states of alertness and intense emotions. Children may be elated or experiencing anger, rage, devastation or terror.

Yellow Zone – A heightened sense of alertness and elevated emotions, but the child is more in control than when in the Red Zone. Children may be experiencing stress, frustration, anxiety, excitement, silliness, or nervousness.

Green Zone – A calm sense of alertness. Children may be happy, focused, content or ready to learn. Optimal learning occurs in the Green Zone.

Blue Zone – a low sense of alertness and down feelings such as sad, tired, sick or bored.

We implement this through building it into the narrative of our discussions around emotions, modelled by adults.

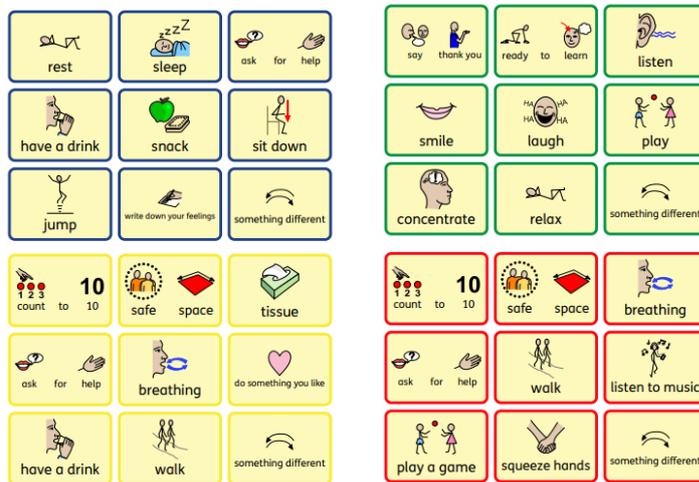
How is Zones of Regulation embedded across the school?

- **Displays in classrooms - these are the same across the school for consistency.**
- **Corridor Displays**
- **Displays are interactive to support communication**
- **Zones Assembly has been delivered by class teachers - written by RY**
- **Teachers are beginning to refer to this in PSHE Lessons where appropriate**
- **Pastoral Support work is focused around using Zones**
- **Embedded within the narrative of the school through modelling from staff**

Whilst Zones of Regulation is not a behaviour strategy we have found that when the children are supported to recognise how they are feeling and have early intervention to enable them to find a way to self - regulate this has a positive impact on behaviour.

All teachers have received training on how to use Zones effectively in the classroom and ongoing CPD is available.

Across the school, children are encouraged to pick a strategy to support them to emotionally regulate.



At Elm we recognise that all behaviour is communication, and by identifying how we are feeling and learning to self-regulate, it supports children to make positive choices knowing that the adults around will recognise and respond appropriately to their behaviour.

Where behaviours continue in frequency and severity more will be done to establish what is being communicated and behaviour support strategies introduced at this stage.