



# Dashwood Banbury Academy

an Aspirations Academy

Growing together; succeeding together

## Behaviour for Learning Policy

<b>Date of Last Review</b>	September 2022	<b>Review Period</b>	2 years	<b>Date of Next Review</b>	September 2024
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### Introduction

- Dashwood Banbury Academy is committed to creating an environment which is highly cohesive and inclusive using language that supports pupils development both academically, physically, mentally and emotionally.
- Relationships are at the core of all we do. It is our job as adults to take the initiative in forming them and being relentlessly positive.
- Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.
- Pupils' behaviour and their physical/emotional well-being are the responsibility of all staff at all times.
- This policy applies to all aspects of school life including after school clubs and trips and encourages parents/carers to continue to do so at home too.

### Purpose

To provide simple, clear and practical procedures for staff and pupils that:

- Recognise and positively reinforce behaviour norms
- Promotes self-esteem and discipline
- Teaches appropriate behaviour through positive interventions
- Tackles and checks persistent low-level disruptive behaviour

### Aims

- To create a culture of excellent behaviour for learning for all.
- To maintain a school environment where pupils are encouraged to attend regularly and behave positively because they feel they are valued members of the school community.
- To ensure children are safe, secure and happy and are treated fairly.
- To promote good relationships and restore them where necessary.
- To teach self-discipline and resilience and importance for poor conduct.
- To help pupils take control over their behaviour and responsibility for actions.
- To ensure staff are able to teach and promote learning without interruption or harassment.
- To teach pupils that there is a consequence for every actions.

### The Dashwood Way

At Dashwood Banbury Academy, we believe that all behaviour is a form of **communication** and treat it as so. We **acknowledge** how others are feeling and aim to build a **positive mind-set** in order to tackle problems head on. At the core of what we believe stands our vision and values. Emotions are a part of everyday life and **self-regulation** is the key to being able to realise and live by our vision and values. Self-regulation is tricky for adults at the best of times and even more so for children. When emotions are strong (there are no negative emotions) it becomes even harder to control. We use a system created to develop language around emotions and support **mental and emotional well-being** which is based on '**Zones of Regulation**' (more information can be found at: <https://www.zonesofregulation.com/index.html> and in appendix 1. All actions have consequences and so it is our responsibility to teach pupils about this (this includes criminal responsibility lessons.)

## **Expectations**

Our three schools rule are: Ready, Respectful and Safe.

### Ready:

- Pupils should arrive on time, enter their classroom quietly and sensibly and settle quickly ready to start.
- Pupils should be supported by parents to come to school wearing the appropriate full school uniform and with all the equipment they need.
- Staff will ensure that lessons are planned and prepared before pupils arrive which are centred around pupil well-being and explicitly teaching the skills needed to have a positive mind-set and demonstrating resilience.
- Staff will model the language and behaviours expected (see appendix 3 for a glossary of terms).
- Staff will support pupils to regulate their emotions by planning in calm time and creating thinking zones in the classroom to help pupils self-regulate and resolve and issues they may be having.

### Respectful:

- During lessons, pupils should demonstrate they are feeling regulated by listening actively and following instructions, working to the best of their ability and respecting others' rights to learn.
- All members of the school community are expected to use appropriate language in a polite tone of voice.
- All pupils and staff will be treated fairly and consistently and take into account individual circumstances. This will include detaching the person from the behaviour.
- Children will ensure they are respecting other people's space in the classroom and when outside e.g not playing games that mean safe distances cannot be adhered to.
- Staff will encourage reflection and reconciliation to help pupils learn.
- Staff will explicitly teach what respect looks like.

### Safe:

- At the end of lessons pupils should wait for the instruction to clear away, and leave quietly and sensibly.
- During the day, pupils should move around the school site in a calm and considerate manner.
- All members of the community are expected to follow the health and safety rules.
- Pupils should keep their hands, feet, objects and personal comments which may offend others to themselves.
- Pupils should adhere to social distancing requirements when in their classrooms, moving around the school and in the playground. Daily lessons will ensure pupils are reminded of these expectations.
- Staff will support pupils to understand their responsibilities and the consequences to actions.

## **Class Agreements**

Class agreements are written at the beginning of each academic year, with age and stage appropriate language and layout; ideas are led by pupils. This agreement helps pupils to co-operate with each other, to support learning and teaching in their classroom and are linked to our three school rules.

The agreement outlines: rights and responsibilities, the basic routines that support learning and welfare, class rules, the consequences for rule breaking, how pupils support one another and the rewards for good behaviour.

Pupils have a responsibility to report incidents of bullying or intimidation. They also have a role in offering support to their peers through activities such as peer mentoring and peer counselling.

### **Praise and Rewards**

Frequent praise and reward for achievement are features of teaching and learning at Dashwood Banbury Academy so that pupils receive recognition for their positive contributions to school life. We are a positive school which aims to promote self-esteem. Below are ways in which we will praise (please note this list is not exhaustive):

- Verbal, specific praise
- Nomination and certificates for Celebration Assemblies
- Pupils' work displayed
- A phone call home commending progress / informal positive discussion with parents
- Aspiration Dojo Points linked to our core values
- Peace Prizes, praise stickers, attendance certificates and awards
- Class rewards including Challenge Time (focused on developing independent learning strategies)
- Whole school and Aspiration Family rewards
- Star of the day / week

### **Procedures for dealing with behaviour that is not acceptable**

Pupils' behaviour is a form of communication therefore our procedures for dealing with inappropriate behaviour are focused around this. Poor behaviour is not accepted however pupils are encouraged and taught self-regulation skills to help them meaning we do not sanction, but we focus on the consequences of their behaviours. All staff are expected to use a calm tone and follow a 30 second script when dealing with behaviour to ensure consistency (see appendix 2).

Below is the process all staff are expected to follow and we strongly encourage parents to do so too:

1. **Positive reminder** (used to help ensure pupils stay in the green zone.)
2. **Acknowledge and offer choices** – staff will acknowledge how the pupil is feeling and which zone they are in and offer suggestions to help them e.g. would you like to sit here or there, I can see you are feeling a little wobbly and are in the yellow zone, would you like to have a drink of water then come back to your learning.
3. **Thinking time in the room** – pupils are encouraged to take 5 minutes out of learning time to identify how they are feeling, why, which zone they are in and then work on a strategy to help them feel emotionally regulated. They will complete an age appropriate sheet to help them focus their attention on this and may use equipment to help them (such as mindful colouring sheets or a glitter jar.)
4. Behaviour that is a **serious breach of the rules** or where **thinking time hasn't been effective** leads to **visiting a member of SLT to discuss the consequences** of their actions and **reflect** on how their actions have affected others around them. This will lead to a reconciliation meeting afterwards and parents/carers will be consulted.
5. Where there is a **severe breach of the rules** (such as physical assault or peer to peer abuse), this will lead to an **internal or external exclusion** and is dealt with by a member of the SLT.

### **Notes to support the process:**

- **Every day is a new day** so every effort will be made to ensure that consequences will be dealt with on the same day the behaviour has occurred. There may however be times when this is not possible or applicable.

- If a pupil does not complete enough work in a lesson, they may need to stay in at break or lunch to catch up. This is not a sanction but a means to ensure they do not fall behind in their learning. They should never miss the whole of their break time as we believe that fresh air and social time is important for their well-being.
- More than 1 incident at stage 4 in a week may lead to a lesson with an SLT member on a Friday in order to further teach pupils about consequences of their behaviour (Parents/carers will be invited to attend the lesson to ensure consistency). Or, pupils may be considered for a behaviour plan if needed (please see support systems for pupils for more details).
- Younger children (i.e. FSU) will focus on building the language needed to communicate. Due allowance will be given to age and development appropriate behaviour.
- Children with ASD or those who find it tricky to manage their emotions may be given an Individual Behaviour Plan which will be shared with all adults working with them.
- As a last resort, we use the statutory powers (Education and Inspection Act 2011) which give members of staff in lawful control of children, the right to regulate pupils' conduct and impose sanctions including exclusions. (Please see the Exclusions policy for more detail). Where reasonable, these powers extend to pupils outside of school.
- We may also use our powers to restrain, search, confiscate property, detain and exclude pupils, whenever it is deemed appropriate, (NB - this list is not exhaustive). See Department of Education [www.gov.uk/school-discipline-exclusions/discipline](http://www.gov.uk/school-discipline-exclusions/discipline). If articles of value (e.g.: jewellery, mobile phones, MP3 players etc.) are confiscated, they should be given into the school office for safe keeping. It is the responsibility of the pupil to retrieve the article, politely, at the end of the day. If items of value persistently need to be confiscated, the pupil will be requested to collect them at the end of the week.

### **Support Systems for Pupils**

All pupils will be supported to develop self-regulation, resilience and a positive mind-set through regular lessons and assemblies. As part of the daily timetable, pupils will be given 'calm time' which will include activities such as meditation, yoga, deep breathing exercise and reflection. Pupils using the thinking time zone may choose to use these strategies to help them to regulate their emotions.

During transition points (whether this is from key stages, schools or maybe even between lessons) pupils can find it extra tricky to self-regulate their emotions and behaviours. Extra support is given to pupils during these times to help prepare them for their next stages and teach them what to expect.

Dashwood Banbury Academy is committed to the concept of equal outcomes for all pupils. Some pupils will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential and the school will ensure that this happens.

This support might include:

- Regular pastoral reviews
- Early Help Assessment (EHA)
- Team Around the Family (TAF) process
- Individual Behaviour Plan's (IBP)
- Reviews to identify those pupils most at risk, included as part of regular academic progress reviews
- Short courses on elements of Social, Emotional and Behavioural skills delivered through the nurturing HLTA or TA
- Restorative meetings – pupil to pupil, pupil to member of staff, pupil to parent
- Contact with parents/carers in the early stages of a problem
- Referral to the school's SENCO and additional in-class support from a teaching assistant
- Referrals for specialist advice
- Personalised timetables.

## **Support Systems for Parents**

Dashwood Banbury Academy is keen to facilitate effective and on-going parent/carer support for all its policies and practices.

Parents and carers who express concern about managing the behaviour of their child outside school are offered support from a range of services including the schools Inclusion and Welfare Manager.

If school staff have concerns about a pupil's behaviour and attendance, parents and carers will be informed about these concerns at the earliest opportunity and invited to look, together with the school, for a solution to the problem. This process will always respect the opinions and situation of the family, pupil and the school.

The school will provide opportunities for parents and carers to contribute to the school's policy and strategies for promoting positive behaviour. This will be through participation in regular audits, the involvement of parents/carers in school support activities, cultural and social events and other activities that promote positive partnerships between the school and the wider community.

Parents and carers have a responsibility for their child's attendance and behaviour inside and outside school, which they discharge by the standards they set and the way they encourage pupils' progress at home. They also have a role to play in advising on the continuing development and improvement of the policy.

## **Monitoring and reviewing**

To ensure that high standards of behaviour in Dashwood Banbury Academy are maintained, the school has systems for monitoring behaviour. These include:

- Monitoring the reflection forms completed to look for patterns in behaviours to identify triggers and put in additional support where required
- Tracking individual pupils' behaviour and monitoring by Leadership team on a fortnightly basis
- Termly reviews & comparisons of exclusion data with Governors to determine the nature of exclusions and whether any particular group of pupils (for example, by gender, ethnicity or SEN) is over-represented in these figures
- Monitoring all incidents of racial abuse or bullying carefully. Fixed term or permanent exclusions will result in a careful examination of the events leading up to the exclusion and the forms of support offered to the pupil.

Behaviour and attendance is reviewed and analysed to inform action planning at an individual, group or whole school level. This includes sources of data such as referrals for additional SEN support; use of praise and rewards and parental contacts. The progress of pupils with statements of SEN, Education Health Care Plans or who are on the Special Educational Needs Register are monitored carefully by the SENCO. Areas for improvement are included in a short term action plan if necessary to address the problem.

NB: The Senior Leadership Team will monitor behaviour fortnightly and make arrangements to speak to parents if noticeable trends in behaviour become apparent as necessary.

## Appendix 1

Sited from <https://www.zonesofregulation.com/learn-more-about-the-zones.html> and <https://www.socialthinking.com/Articles?name=social-thinking-zones-of-regulation-journey-continues> the Zones of Regulation are as follows:



The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.



The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

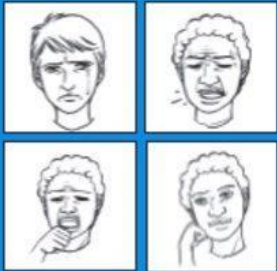

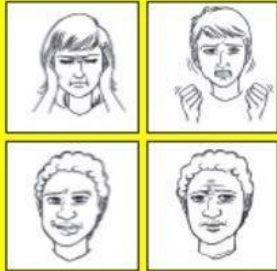



The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.



The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

## The ZONES of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Mean Terrified Yelling/Hitting Out of Control

## Appendix 2

Our 30 second script staff must follow and we strongly suggest parents/carers use too:

1. Ask: **How are you feeling?**
2. Acknowledge: **I can see you are in the ... zone because you feel ...**
3. Ask: **What happened? / Why do you feel...?**
4. Ask: **How can you resolve this?**

## Appendix 3 – Glossary of terms

- **Toolbox:** a collection of calming and alerting strategies they can pull from depending on need.
- **Tools or strategies:** used to refer to the technique to support regulation.
- **Trigger:** an irritant that causes a pupil to become less regulated and increases the likeliness to get into the yellow or red zone.
- **Stop, Opt and Go:** a concept used to aid pupils in controlling impulses and problem solving better solutions.
- **Expected behaviours:** behaviours that give people around you good or comfortable thoughts about you.
- **Unexpected behaviours:** behaviours that give people around uncomfortable thoughts about you.
- **What is the size of the problem? Is this a Big or Little Problem?** Questions posed to help pupils to measure the size of the problem they are experiencing.
- **Big Problems:** problems that many people share and that have no easy, quick, or pleasant solution.
- **Medium Problems:** some people share these and they are able to be resolved in an hour or a couple of days.
- **Little Problems:** Problems that only affect one to two people and can be ignored or solved in a matter of minutes.
- **Inner critic:** used to describe negative, self-defeating thoughts.
- **Inner coach:** used to descriptive positive thoughts.
- **Superflex thinking:** a flexible thinking pattern in which a person is able to consider different points of view or ways to do something.
- **Rock Brain thinking:** a rigid thinking patter in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.