

# Behaviour Regulation Policy

CMAS School Devon

CMAS School Gloucestershire



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# 1. Introduction

“Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.”

Dr. Dan Siegel, 'The Whole Child Brain.'

Everybody communicates through behaviour. A baby may cry when she is hungry just like an adult may yawn when he is bored at work. Adults and children are communicating something through their behaviour during every moment in every day, even if they are not aware of it. Challenging or inappropriate behaviour is therefore a form of communication.

As a school which supports children identified as having social, emotional mental health difficulties, the young people at CMAS at times may use challenging behaviour to communicate unmet needs. It is therefore crucial that our aim as a school is to understand and recognise behaviour as a communication, by doing this we can begin to effectively support the Young people to meet their unmet needs and barriers to their learning.

At CMAS we build a curriculum and support around the individual to address their unmet needs and to support them to enjoy and achieve during their time at school and prepare them for the next stage in their lives. It is crucial to differentiate according to pupils' SEMH needs, and therefore important that indicators of SEMH are clearly recognised, to ensure that it is not just pupils who are displaying observable and active/ 'acting out' behaviours (e.g. those who are non-compliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries) that are identified.

Pupils who display more passive behaviours (e.g. those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak) do go unnoticed because their behaviour can feel less challenging to manage. It is also important to avoid viewing or labelling pupils whose behaviour is externalised, as less vulnerable than those who internalise their emotional distress.

## 2. Rationale

The Department for education guidance for Head teachers and school staff outlines the statutory duty of schools in relation to developing a behaviour policy, is largely based on a behaviourist approach. “Head teachers, proprietors and governing bodies must ensure that they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.” (DfE, Behaviour and discipline in school: Advice for Head teachers and schools staff, published July 2013; last updated January 2016.)

Although a behaviourist approach can work for the majority of children and young people, it is not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) - traumatic life experiences that occur before the age of 18. For these children who have experienced trauma and loss, behaviourist approaches often serve to re-traumatise and do not teach them how to express their emotions in a more appropriate manner.

This policy aims to promote a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and punishment linked to behaviour, towards a more humanist, relational approach which is inclusive for all, can benefit the whole school community, and brings together a range of approaches informed by research and evidence.

It recognises and aims to take account of the challenge that our school faces in supporting pupils with complex SEMH needs and meets targets around attainment and governmental scrutiny. It acknowledges the responsibility held by head teachers for looking after the well-being of **all** members of the school community.

### 3. Key Principles

**Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).** This is underpinned for pupils through the Wellbeing curriculum to support their understanding of the graduated approach our practice will take as result.

**Behaviour is a form of communication;** as outlined in the 2014 SEN Code of Practice.

**Taking a non-judgmental, curious and empathic attitude towards behaviour.** We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. YP exhibiting with challenging behaviour need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. "Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress"

**Putting relationships first.** This requires a school ethos that promotes strong relationships between staff, YP and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

**Maintaining clear boundaries and expectations around behaviour.** Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help YP feel safe, their educational environment needs to be high in both nurture and structure. YP need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' or be punitive in ways that can shame, limit learning about behaviour and relationships and potentially lead to more negative behaviour. Only when YP feel a sense of being heard, understood and cared about, can they begin to express their emotions in a more acceptable way, which will benefit everyone.

**Encouraging parental engagement** and involvement is absolutely crucial when addressing and planning support for the needs of children's SEN and SEMH needs.

**A graduated approach.** Our policy is differentiated according to pupils' SEN and SEMH needs, as are all areas of the curriculum. We ensure that our relationships with and knowledge of each YP ensures that all YP can learn from and grow within the structures we have in place at a level that they access. Specific approaches tailored to their individual needs, experiences, strengths and difficulties will be planned in conjunction with parents and carers and relevant agency partners.

## 4. The Use of Consequences

Pupils who are communicating through persistently unkind, unsafe or not ready to learn behaviour may need to be supported further through a consequence.

**These consequences should be natural or logical, not punitive.**

**Natural consequences:** Happen automatically and are not decided or imposed by a person. This is the best choice of consequence when possible. It supports YP in understanding cause and effect and to learn from exploring their mistakes e.g. 'If you throw your food, your food is on the floor.'

**Logical consequences:** These are imposed by a person, directly related to the incident or 'offense'. This is the best choice when a natural consequence is not available e.g. 'You were unsafe in the pool and as a result I am unable to take you there again this week.' It is important to note that logical consequences, when imposed or said in anger or in a spirit of punishment, become punishment and thus are ineffective.

**Restorative conversations:** The restorative conversation is an essential element in supporting pupils' understanding of healthy relationships. "They support a move from the managing of problem behaviour to the nurturing and repair of relationships. Rather than focusing on rule violations, problems, blame and punishment, restorative approaches focus on how relationships are affected, problem solving, responsibility, change and repair."

Restorative conversations are a gentle teaching moment for some about what it means to belong to the CMAS Community and wider society. It is essential that the YP is regulated and calm before this happens and as such may need to take place sometime after the incident. The following format should be used:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since the incident?
- Who do you think has been affected by your actions?
- In what way were they affected?
- What could you do to try to repair what's broken?

## 5. How we record and monitor Behaviour

Teaching staff use systems to record pupils' behaviour daily. This is done on a session by session basis. This information is not necessarily shared with pupils but acts to support systematic pattern analysis about behaviour patterns to inform intervention or to assess a higher level of need when reviewing funding and access to external agency support.

## 6. Roles and responsibilities

The board of directors – proprietors: The board is responsible for developing the values and ethos that underpin and support the effective use of this behaviour regulation policy. They are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The executive headteacher: The executive headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher and SLT: will ensure that the school environment promotes strong relationships between staff, YP and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community. This will be supported through staff training performance management and supervision.

### I. **Staff** are responsible for:

- Implementing the behaviour regulation policy consistently
- Modelling positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupil

### II. **Parents** are expected to:

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the staff promptly

### III. **Exclusion**

Because we are bound by our Ethos and values, we will endeavour not to exclude, however it is our duty to keep everyone in the community safe and in certain circumstances it may be appropriate to exclude a student for a fixed term period. We will use our tiered approach to support YPs who are unable to access the school sites and when this approach is no longer appropriate to meet the needs of young people then we will no longer consider ourselves an appropriate provision and in consultation with the YP and their families we will support a transition into an alternative educational provision.

## **7. Key Linked Policies**

This policy and the expected practice within it should be read and understood in its fullest context alongside the:

- Positive Handling and Contact Policy,
- positive touch,
- Child Protection and Safeguarding Policy
- Anti-bullying Policy.

## **8. Acknowledgements**

- Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools September 2018
- Trauma Informed Schools UK.