

Contextual Positive Behaviour policy (Appendix to Pupil Behaviour and Exclusions Policy)

Please use in conjunction with Pupil Behaviour and Exclusions Policy

OUR AIMS

Newark Hill Academy believes that all children, regardless of ability and behaviour are valued equally. Different children's needs are recognised and met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every child is an important part of the Academy, this is clear in our intent. This policy therefore applies to all our children, regardless of their gender, ability, faith, race, culture, family circumstances or sexuality. This Academy is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. Every staff member has had the relevant CPOMs training.

This policy is designed to promote and reward good positive behaviour,

- The Academy strives for an ethos of honesty with one another, trust and forgiveness and understanding when things may not have always gone to plan. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). This message is clear in our Wonderful Curriculum and delivered through our assemblies and PSHE.
- **Behaviour is a form of communication** The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly. We therefore use the Zones of regulations which is a cognitive behavioural approach to self awareness and regulation. The Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones.
- The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, 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 can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go”. A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, students are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the library where there are different expectations than the playground, students may still be in the Yellow Zone but have to manage it differently so their behaviour meets the expectations of the library setting.

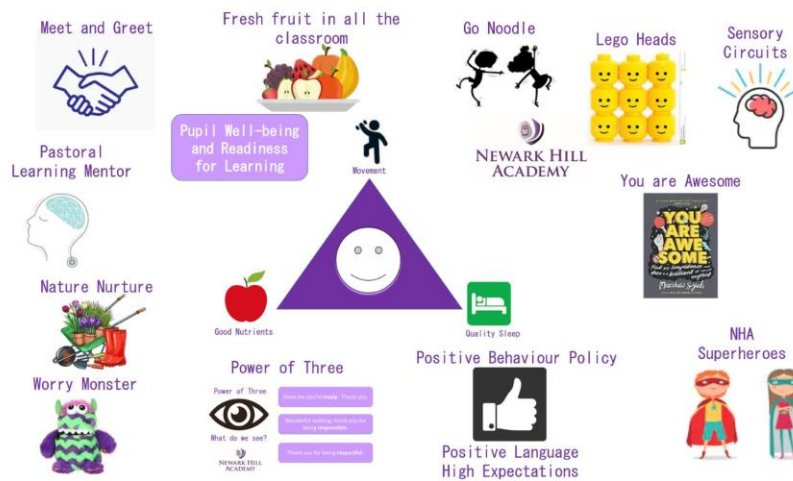
- Taking a non-judgmental, curious and empathic attitude towards behaviour We encourage all adults in our Academy to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- Putting relationships first. This requires a whole Academy ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive culture and climate that fosters connection, inclusion, respect and value for all members of the community.
- Maintaining clear boundaries and expectations around behaviour Changing how we respond to behaviour does not mean having no expectations, routines or structure.
- Not all behaviours are a matter of ‘choice’ and not all factors linked to the behaviour of children are within their control. Therefore the language of choice (e.g. ‘good choice/bad choice’) is not always helpful. At our Academy everyone uses the expected choice or unexpected choice as we feel good choice or bad choice are not supportive terms Saying to a child you have made a bad choice can risk them feeling ostracized.

Shared language used- All staff use the key vocabulary of expected and unexpected choices instead of right or wrong, to show a consistent approach. We all need to sing from the same hymn sheet; expectations need to be clear so that children are not receiving mixed messages. This is in line with the policy which highlights having a consistent approach.

The academy has three values which underpin everything we do: respect, resilience and responsibility. Through assemblies and class follow up tasks, these values are explored and lead developing pupils’ personal traits, disposition and virtues that informs their motivation. This is complimented by the ‘Power of Three, what do we see?’ to guide their conduct and behave with integrity: these phrases are used by all members of staff across the academy.



The 'Pupil Well-being and Readiness for Learning' agenda (see below) is high profile across the academy and is heavily promoted in assemblies and follow up tasks so pupils can be physically and mentally healthy. The Academy Hall displays these values too.



Break and lunch time

- TAs and Teachers will support behavior on the playground by ensuring they are engaging with children and supporting children who seem to be disregulated or who have been flagged as needing additional support.

Lunchtimes

- Teachers will escort their class out to the lunch hall at the start of lunchtime.
- Teachers will be available at their classroom door to greet children after lunchtime; a calming activity will be available to help children to regulate.
- Lunchtime supervisors will support behavior on the playground by ensuring they are engaging with children and supporting children who seem to be dysregulated or who have been flagged as needing additional support.
- Lunchtime supervisors on duty follow the behavior policy, de-escalation training and emotional coaching training and try to defuse situations using discussion and support with the children involved.
- If an incident can not be dealt with by the Lunchtime supervisors then they should report to the SLT on duty on the playground; SLT will decide what further action is needed and record this on CPOMs.

Around school

- Children will walk around school in a straight, quiet line with their hands behind their backs. All adults praise by using our shared language of 'marvelous moving'
- Any children who do not manage this will be reminded on expectations and asked to walk again.

End of day

- An assembly / reflection time should take part at the end of the day.
- When dismissing, children should be settled, teachers should send children out a table at a time to get their things Children should then make a straight and quiet line in the classroom before they leave.

Positive Rewards:

At Newark Hill Academy we believe that children should be encouraged to behave well and work hard, we use a number of rewards to do so.

Class Dojo

As a school, we use Class Dojo to award children with positive points for positive learning behaviours and general conduct.

Children receive a range of certificates for reaching 50 point milestones with their dojo points, earned. 50 dojos is a certificate, 100 dojos certificate, 150 dojos certificate, 200 dojo certificate etc. These are celebrated in our weekly celebration assemblies.

Sanctions:

In order to discourage children from behaving inappropriately we believe it is important to teach and model positive behaviours. However, if a child does choose to misbehave, staff will issue a warning in class/area and if behaviour was to persist, a RED card would be issued. Warning should be reasonable and proportionate in relation to the inappropriate behaviour or incident.

Staff are expected to use Class Dojo during all parts of the school day and speak to parents when there are identified issues with negative points during a day, week or longer period.

We feel it is important to feedback to families and for the class teacher to work in partnership with parents/carers and inform them of their child's behavior.

If a child is persistently making unexpected choices, a meeting will be held with parents/carers and the child may be put on an Individualised Positive Behaviour Support Plan.

The role of parents

- Our Academy works hard to develop good relationships and communication with parents. They are encouraged to discuss their child's behaviour with the class teacher as soon as possible if issues arise

and this should resolve any problems quickly. However, if serious issues do persist then parents will be invited in to deliberate these with the class teacher and/or head teacher to create a plan of action.

- Informal discussions on a day to day basis may take place between parent and teacher regarding their child's behaviour. If the inappropriate behaviour persists then discussions may be had to put in place a personal behaviour plan.
- Personal behaviour support plans include strategies which have been agreed with the child and parent/carer to be effective when managing their particular needs in the classroom. Parents discuss rewards that are to be implemented at home.
- There may be times where because of behaviour children are removed or excluded from particular extra-curricular activities, or other activities, where the individual's behaviour may affect their safety or that of others. If such concerns do arise, we may request parental support to assist their child while on an Academy trip.