# Behaviour and Self-Regulation Policy

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Ratification

| Role | Name | Date |
|---|---|---|
| Chair of Governors | Sally Clark | |
| Chief Executive Officer | Kaye Palmer-Greene | |

**Review Procedures**

This Policy will be reviewed regularly and revised as necessary.  Any amendments required to be made to the policy as a result of a review will be presented to the Board of Trustees for acceptance.

| Date | Document / revision no. | Status / Amendment | Approved by |
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# Contents

1. **Aims of our Behaviour and Self- Regulation Policy**

North Star was borne out of a drive to do something different for those who need more

Formed by the desire to shape futures, North Star Emerged

We remain where others may part

Equipping young minds to join with their communities

Forging together the path ahead, travelling alongside

Our team can bring dreams to fruition.  Join us and thrive.

At North Star Academy Trust our aim is for children to achieve their academic potential and lead independent and fulfilling adult lives. We enable this by building mutually respectful relationships with them and showing them how to have respectful relationships with each other and with other people. This helps them to reflect and take responsibility for themselves and develops self-discipline that is constant, immediate and consistent. We want pupils to learn to manage their emotional responses to learning and to the world around them.  We start by supporting pupils to manage their behaviour through a variety of strategies.  The long-term goal is to change behaviour patterns so that pupils can become more self-reliant and have a bank of helpful responses to utilise when difficult feelings are encountered.

We expect our pupils to be able to share with us the range of emotions they experience so we can reflect on these collaboratively to support emotional growth.  It is important to understand that, whilst our students may display some challenging behaviours, every behaviour has a function and expresses an unmet need or unwanted feeling. As staff, we focus on the needs of the student and how we can improve their ability to access their learning and make good progress

2. **Changing Behaviour**

While our aim is to reshape patterns of behaviour and therefore a pupil's future, we recognise that there are three key variables that can be controlled and changed – the adult behaviour, the environment and the pupil behaviour.  Changing pupil behaviour is a long-term process that starts with the offer of different provision to mainstream and that will be tailored to individual needs that include adult response and environment.  This can only be done in a safe space where behaviour is being effectively managed.  We understand that behaviours are shaped by the neural developments that take place from birth and that we will therefore need time and conscious planning to be able to reshape neural pathways during the time that pupils are with us.

Key to our approach is the following:

2.1 **Behaviour is a form of communication.**

We understand that behaviour as a communication of an  emotional need (whether conscious or unconscious), and we respond accordingly, seeking to identify the uncomfortable feelings where the child is unable to understand of express this themselves.  We recognise that frequent drivers of unhelpful behaviour are feelings of anxiety, fear, frustration, disappointment and shame.

### 2.2 Taking a non-judgemental, curious and empathic attitude towards behaviour.

As a school we encourage all adults to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. (See Appendix 1) Our Children and young people with Social, Emotional, and Mental Health (SEMH) difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

One of the most helpful things we can do is to stop, sit, listen, and 'wonder' with pupils. When we are quiet and attuned to them, they begin to understand their true feelings. We support pupils to understand that all feelings are okay to experience, that there are helpful ways to act in response to feelings, that our feelings and actions have an impact on others, and that it is important to share feelings.

A key question we ask ourselves is 'what can be changed', what adaptations does a pupil need to be successful or what interventions can we put in place? Is the physical environment conducive to learning and to emotional regulation? Can we the adults change anything in our own behaviour to better support a pupil?

### 2.3 Putting relationships first.

We promote an ethos of strong relationships between staff, children and young people and their parents/ carers. This also relies on creating a positive climate for learning that fosters connection, inclusion, respect and value for all members of our community.

Developing a secure attachment bond ensures that a child will feel secure, understood, and be calm enough to experience optimal development of his or her nervous system. A child's developing brain will build an expectation that adults are a source of support who can be trusted to help them regulate strong emotions.

An insecure attachment bond fails to meet a child's need for security, understanding, and calm, preventing the child's developing brain from organising itself in the best ways. This can inhibit emotional, mental, and even physical development, leading to difficulties in learning and forming relationships in later life.

We will build trusting, secure attachments through positive relationships. It starts with unconditional positive regard (Karl Rogers), includes a strong focus on attuning to pupils' emotional experiences, active listening and validation of their response and ends with solution focussed outcomes and a plan for the next encounter.

### 2.4 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 children and young people feel safe, their educational environment needs to be high in both nurture and structure. We believe in predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately within the context of a safe and caring education setting. Children with SEMH needs can be very sensitive to changes in schedule. Transitions, surprises, chaotic social situations, and, in general, any new situation can be overwhelming for our pupils, even if they are seen as pleasant.

### 2.5 Knowing every child as an individual.

We strive to know and understand the individual circumstances and needs of our students as well as we can through our collaborative work with parents, carers, and other agencies, through in-depth study of their EHCPs and regular revaluation of their IEPs. To ensure that we are meeting needs and allowing pupils to flourish at the North Star Academy Trust we consider the concept of equality as equality, accepting that some pupils will require different understanding and support.

### 2.6 Encouraging parental engagement.

This is crucial when addressing and planning support for children and young peoples' SEMH needs and starts at the admissions process and continues to daily and weekly contact alongside the usual parents evenings and statutory annual reviews. We aim to be flexible in terms of our availability and look to signpost parents to additional support where it is need.

### 2.7 The School as a Secure Base.

Given the school context it is imperative that the culture of North Star schools have at their core, a caring and consistent approach ensuring that every pupil has the right to experience:

- Feeling special
- Feeling safe
- Having needs met
- Experiencing extravagant delight
- Experiencing unconditional positive regard
- A stimulating environment
- Support with managing their behaviour
- Empathy
- A warm and welcoming environment
- A rich, engaging and accessible curriculum
- Experiences of success
- Being listened to and heard
- Opportunities to express their voice
- A sense of self-worth
- Good adult role models
- Opportunity for responsibility
- Fairness
- A safe place in which to take risks
- Boundaries and structures that are appropriately flexible
- Fun/humour/playfulness
- The opportunity to be unique
- Acceptance and understanding
- A partnership between school and home
- Patience
- Opportunity to develop independence
- Equal opportunities within the life of the school
- Praise
- Being 'held in mind'.

### 3.  Managing Behaviour

When children first come to North Star schools our initial aim is to manage the presenting behaviour, but subsequently empower the child to modify and ultimately change their own emotional response and behaviour. Both practices have to occur within a context of care for both children and adults, consistency of approach by the adult and learning opportunities for the children.  We believe that both practices prepare pupils for adulthood.

### 3.1  Extrinsic motivation (Rewards)

The school uses a variety of extrinsic rewards that support pupils by encouraging pro-social behaviour, while allowing them to recognise their own achievements and success.  These help to encourage emotional regulation, which is at the heart of helpful behaviour.  These are outlined in Appendix 2 and over time help pupils to develop intrinsic motivation as a result of pride in their achievements. Rewards and consequences that can follow certain behaviours are made explicit, without the need to enforce 'sanctions' that can shame and ostracise children and young people from their peers.

### 3.2  Reflection, Reparation, Restoration.

There may be times when students need time to reflect on their actions. This is done in a supportive manner at times when staff are able to engage 1:1 with pupils.  Where harm or damage has been done this can be put right, where learning has been missed, this can be caught up.  We recognise that pupils need to be emotionally regulated to engage with these strategies and that a 'pause' is needed before they are introduced; times of crisis are not the time for complex verbal discussions about the consequences of harmful behaviour.  Appendix 3 details approaches the schools take.

### 3.3  Risk Assessments/Personal Provision Maps.

Safety is always our prime consideration: neither children nor staff must be placed in situations that expose them to an unacceptable level of risk. For this reason risk assessment is knitted into school practice. We constantly monitor and assess our children's behaviour and our responses to them, ensuring that they have appropriate levels of supervision and are always striving to find the most effective ways to reduce and manage potential risk.  Provision Maps record strategies that have been put in place to maximise regulation and inclusion in learning as well as those that we know are successful for de-escalation of emotional situations.

### 3.4  Physical Intervention.

There are situations where it is in the best interests of the pupil or others for staff

to intervene physically to stop harmful behaviour.  We aim to do this in ways that are reasonable, proportionate and necessary. Such situations will include the imminent risk of harm or injury, a developing risk of injury or damage to property, the compromising of good order or discipline in the school.  The school trains all its staff in 'Team Teach'.

*3.5* **Searching Pupils.**

Where risk assessments indicate the need for a pupil to be searched this is done in accordance with our North Star Academy Trust Security Policy.

4. **Linked Policies**

Safeguarding Policy

Anti-bullying Policy

Positive Handling Policy

Search Procedure

Exclusion Procedures

**Appendix 1**

**Appendix 2 - Reward Systems**


*Points*
Each child can earn points for achieving their learning and behaviour targets in lessons and for other achievement outside of lessons.  Pupils are involved in self-evaluation linked to the awarding of points. They are displayed regularly and discussed and reflected on at the end of each lesson and day.


*Golden Time*
On Fridays activities are arranged that pupils can access based on the points they have earned that week.  The activities vary according to age and pupil interest and can include off-site trips.


*Raffle Tickets*
Each class will have opportunities to hand out raffle tickets for behaviours 'above and beyond' expectation. These can be given by any adult that comes into contact with the pupils. Every week a raffle is drawn and pupils who have won a raffle prize will have a lucky dip into a prize box.


*Head Teacher Awards*
Outstanding work or effort is recognised through a Head Teacher reward sticker linked to prizes.  These are accompanied by a postcard home.


*Gem Jars*
Kindness is promoted by the awarding of a collective 'gem' that contributes to a whole class, bespoke reward when the class target has been reached.


*Assembly Certificates*
A weekly assembly recognises achievement through certificates focused on various aspects of pupil's achievement, including attendance.

**Appendix 3 - Reflection, Reparation, Restoration**

*Points*
Where pupils are not engaging and also not allowing themselves to be supported by class staff they may fail to earn all points available.

*Supported Break:*
This is put in place where pupils have:

- Shown in a previous break that they are unable to manage such unstructured time
- Exhibited dangerous, risky or unsafe behaviour immediately prior to a break time
- Have refused to come in at the end of a previous break
- Have absconded from school.

*Reflection*
Pupils who have not earned sufficient points for full Golden Time complete a short reflection session with school staff before joining some of the Golden Time groups.

*Catch-up*
The school places a strong focus on learning. Where pupils have not completed classwork they will be expected to do this work at breaktimes or after school so that they do not miss out on any part of their learning sequence.

*Internal Exclusion*
Repeated or significant disruption to the learning of others or assault to others can result in an internal exclusion. Pupils will be given clear expectations around their reintegration to class, putting this return in their control.

*Fixed Term Exclusion*
There are times where a fixed term exclusion is needed as a response to significant damage, disruption or harm. This allows the school time to reflect on its offer to pupils and their needs, seeking external support if necessary. A successful reintegration meeting with parents ensures that the pupil is aware of the support being put in place for them and re-establishes expectations.

*Permanent Exclusion*
As a last resort the school reserves the right to permanently exclude a pupil where a risk assessment indicates no alternative.