

The Rydal Academy

Behaviour and Self-regulation Policy

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CONTENTS

Section 1 School Policies on Related Issues

Section 2 Purpose

Section 3 The Choices System and Expectations

Section 4 Roles and Responsibilities

Section 5 Banned items, Searching, Screening and Confiscation

Section 6 Suspensions Procedure

Section 7 Permanent Exclusion Procedure

Section 8 Rewards

Appendices

Appendix A -Language suggestions

Appendix B – The Choices System

Appendix C - Flowchart for Governing Bodies review of PEX decision

Appendix D- example of SEMH plan

SECTION 1

School Policies on Related Issues (To be read and followed alongside this document)

- Child Protection Policy
- Reasonable Force Policy & Guidance
- Anti-Bullying policy

The Latest DfE guidelines for behaviour and discipline in school is: [‘Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’](#)

The Latest DfE guidelines for suspensions and permanent exclusion are found in suspension and permanent exclusion from maintained schools, Academies and pupil referral units in England including pupil movement (July 2022) This can be accessed from the link below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension and Permanent Exclusion guidance July 20 22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_20_22.pdf)

The latest DfE guidance is Mental Health & Behaviour in Schools November 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental health and behaviour in schools .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

Section 2 Purpose

Purpose: We passionately believe children should 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 is a form of discipline that is constant, immediate and consistent. We achieve positive behaviour change through clear behaviour expectations, conversation using behaviour reflection, check in and check out time and restorative practices. The firm but fair approach with which our staff engage with children from the moment they arrive in the school each day demonstrates the way in which we set boundaries on behaviour and is reflected throughout the school. Our aim is to be attentive to children when they are getting it right and support them when they get it wrong. We believe that our focus on developing self-esteem, self-belief and self-regulation will enhance an individual's ability to make positive choices. For us a consistent approach does not mean "one size fits all". We consistently focus on meeting the needs of the individual child. We believe self-management of behaviour is an effective way to embed behavioural change. Our behaviour monitoring system enables staff to clearly separate behaviour from child. It is important that children feel safe, liked and cared for. Our aim is to "catch them getting it right" – to help the child develop a positive self-image and to ensure incidents of bullying, discrimination, aggression, and derogatory language are dealt with quickly and effectively.

Our Vision: We provide a warm, welcoming and inclusive environment where children are treated as individuals without judgement or comparison. We aim to develop resilience, self-esteem, confidence, social skills and overcome barriers to learning to effectively support each individual child in achieving their maximum potential. To provide a calm, safe and supportive environment which children want to attend and where they can learn and thrive. We communicate closely with parents/carers in helping them to overcome any barriers to learning and provide opportunities for all to work with their child in reflecting on their behaviour, identify coping strategies and praising the child when things are going well.

Our Values: We have 8 core TRA Values. They are displayed in the school hall and at each entrance to the school. Our TRA Values are referred to in lessons and assemblies to become embedded and part of our school ethos.

TEAMWORK - We build relationships -that are trusting, secure, safe and supportive. This is within classrooms, year groups and whole school approaches. Teamwork between pupils themselves, between pupils and staff, between parent/carers and staff. We believe that this sense of belonging, will enable our pupils to be motivated to take ownership of their behaviour and their learning and development.

FAIRNESS - As a school we give each child the opportunity and skills to improve themselves and contribute fully to their community regardless of background or context, without favouritism or discrimination so pupils demonstrate tolerance and acceptance.

KINDNESS – We teach the children the value of kindness demonstrating the ability to be friendly and considerate.

EMPATHY – We work as a school to develop pupils understanding by developing their ability to recognise their own needs and those of each other

HONESTY - We expect an honest approach to everything and teach the children the importance of telling the truth, even when it might be difficult, and ensuring it is done with empathy.

ASPIRATION – We have a passionate conviction that all our children can achieve no matter what their background or experience and a total commitment to their success. We teach the children to 'be your best'

PERSEVERANCE – We teach the children that failure and mistakes are ways of learning and that perseverance, hard work and practice can enable progress.

RESILIENCE – we teach the children the skills needed to be resilient, to be able to cope when things get tough, so they are able to feel good and function well with improved emotional and mental health.

Our aim is to help our children experience tolerance, encouragement, praise, fairness, security, approval and acceptance. High expectation does not mean we expect perfection. It means we expect the children to make mistakes but to develop the capacity to learn from these mistakes and improve over time.

Use of Language: Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour. The way we speak to the children in our care can have a huge impact on their behaviour. The more the children feel listened to and ‘held in mind’ the more secure they feel. We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Conversations should follow the scripts below and behaviours should be discussed as the behaviours they are, not as the child. See appendix A

School systems

Rules, Routines, Rewards & Consequences

 Rydal Rules	Visible Consistencies throughout school	Over and above rewards	Relentless routines
Be Kind	Staff welcoming and greeting children	Star of the week certificates	Wonderful walking
Be Respectful	Wonderful walking	Positive phone call home	Lovely lines
Be your Best	Lovely Lines	Headteacher awards	Praise in public (PIP)
Be Safe	Calm and consistent language	House team points on ClassCharts	Reprimand in private (RIP)
	Check in and check outs	Positive praise	Staff praising TRA values

How staff will support pupils to meet these expectations:

All staff will promote self-discipline with regards to behaviour and learning, respect for others and authority, caring, equality and diversity. Staff will use positive reinforcement when expectations are met and sanctions if required where rules are not followed. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture and ensure a calm environment. Self-regulation will be taught to help children with their self-discipline.

IDENTIFY the behaviour we expect (the four B’s) - encourage good behaviour and respect for others

TEACH behaviour strategies explicitly, to secure acceptable standards of behaviour

MODEL the behaviour we are expecting and give the children opportunity to **PRACTISE**.

CREATE conditions for excellent behaviour – aim to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) and **NOTICE** excellent behaviour

Responding to good behaviour

At The Rydal Academy we acknowledge good behaviour to encourage repetition and let the children know the school’s expectations and values. The staff use positive reinforcements and rewards to reinforce the routines and expectations. Examples of rewards include: verbal praise; communicating praise to parent/carers via conversation or communication systems, ClassCharts, termly report, certificates, or special assemblies. See rewards section 8

Responding to misbehaviour

When a member of school staff becomes aware of misbehaviour the first priority is to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques and language (see appendix A) are used to help prevent further behaviour issues arising and recurring. The aims would be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may include:

- deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils
- protection: keeping pupils safe is a legal duty of all staff therefore a protective measure in response to inappropriate behaviour may be taken for example, removing a pupil from a lesson.
- improvement: to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils will be supported to understand and follow the rules. This may be via sanctions, reflective conversations, co-regulation or targeted pastoral support. Where appropriate, staff will take account of any contributing factors that are identified.
- Use of Choices (see Choices section 3)

SECTION 3 The Choices System and Expectations

The Rydal Academy uses a graduated response to inappropriate behaviour. If possible, staff will use a gentle approach, use child's name, child level, eye contact, deliver message – leave so both staff member and child's dignity remain intact.

The Choices System – the rationale:

We believe that the majority of children choose the behaviour they display. All behaviour choices have either a negative or positive consequence. In all classrooms, we aim for praise to outweigh negative consequences. The Choices system is a solution to low level disruption in lessons.

The purpose of the Choices system is:

- To place the focus on the learning
- To place the emphasis on the positive
- To provide a consistent whole school approach to behaviour
- To implement a system where negative behaviour choices, have consequences, and positive behaviour results in praise
- To place responsibility for behaviour with the child ... it is their choice.

A Summary of the Choices System:

The detail and system in practice can be found in Appendix B.

The responsibility for a choice of behaviour lies with the pupil. If a pupil does something which impacts on the learning of others, a teacher will issue a C1, C2 and C3 on the Choices Board on the teacher's desk. This provides a child with three chances to make the right behaviour choice before a sanction is given. This is fair.

When a fourth negative behaviour choice is issued, the child will be told to go to the Choices Room to complete the lesson. This is to:

- maintain the safety of all pupils and to restore stability following a level of disruption
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- to allow the pupil to regain calm in a safe space.

Younger children will be escorted by a member of staff, older children will be expected to make their way there but may be escorted if in need of co-regulation. They are told to leave the lesson on a C4, as four chances to make the right choice is more than reasonable, and it is not fair on other pupils to accept further disruption. As the C4 Removal is logged on ClassCharts, Choices Staff will be aware that the pupil is due to arrive in the Choices Room and will confirm their arrival.

A health and safety issue may also trigger an automatic C4 (eg throwing objects in the classroom with the intent to disrupt or cause harm.)

An immediate C5 may also be issued for:

- Risk taking behaviour/health and safety incidents
- Violence or threatening behaviour towards others, peer on peer abuse
- Absconding/refusing to enter the classroom
- Refusing to hand over prohibited items
- Swearing
- Not attending a C4 or detention
- 2x C4 in a day
- Inappropriate behaviour in choices.
- Prejudicial behaviour - racism, homophobia etc

The Choices Room staff will attempt to match the learning to the lesson the pupil has been removed from. A pupil who receives more than one C4 removal in a day, will be picked up by the Choices Team who will triage an appropriate further sanction and/or intervention. As they have now disrupted more than one lesson, it is likely that the pupil will also lose the privilege of spending lunch and/or break time with their friends.

Three C5s will trigger an automatic after school detention. This system should be applied consistently and appropriately by all staff, which ensures it is extremely fair and equitable to all. Reasonable adjustments will always be explored for pupils who have specific identified issues. There is no reason for any child to fall foul of this system if they are focussing on their learning and not disrupting the learning of others. All behaviour is recorded in Class Charts which all parent/carers are able to access via a log in provided by the school.

This enables parent/carers to track their own child's behaviour choices throughout the day.

A half day in Choices will be recorded on ClassCharts as a C5a and a full day will be recorded as C5b. An after school detention will be recorded as C5c. Removal from the Classroom (C4 and C5) When a pupil is removed from the classroom for a period of time, we will provide a continuous education in a supervised setting (Choices Room). Work provided may differ from the mainstream curriculum but will be meaningful. The completion of tasks set is essential, and expected if the pupil is to maintain progress and reach their potential in all areas. Parent/carers will be informed of any removal from lesson through the ClassCharts system.

Sanctions

We will always aim to positively reward behaviours that reinforce the values of the school. However, we recognize that sometimes behaviour will be unacceptable, and a child will need to understand that there are consequences for their behaviour choices. Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

The following is a list of suggested sanctions we may use; however, this is not a definitive list. The decision to suspend / exclude, can only be made by the Headteacher, or the member of staff who has been delegated to deputise in the Headteacher's absence.

- Verbal warning
- Phone call / letter home
- A written task such as an account of their behaviour
- Detention at breaktime or after school
- Loss of privileges
- Seating plan change
- Removal from the classroom
- Time in the Choices Room
- Suspension - At the Headteacher's discretion /
- Permanent Exclusion - At the Headteacher's discretion, usually after an Exclusion Panel

Behaviour pathway - Reminder, refocus, regulate, repair & restore, reparation.

C1 REMINDER:

I noticed you chose to (noticed behaviour)

This is a REMINDER that we need to Be (kind, safe, respectful, our best) . You now have the chance to make a better choice Thank you for listening

C2 REFOCUS: noticed behaviour, self regulation, reminder of previous good behaviour

I noticed you chose to (noticed behaviour). This is the second time I have spoken to you. Do you need some time in the 'Regulation Stations' area? (breathing techniques, zentangles, fidget toys, movement breaks)-self regulation. If you do that's fine I am sure it will help. Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.

C3 REGULATE:

I noticed you chose to (noticed behaviour).You need to:

- Go to the Regulation Stations area. (breathing techniques, zentangles, fidget toys, movement breaks)-self regulation.
- Go and spend some time in class _____ and then return when you are have regulated your behaviour.
- Go to have some time out of the class with(TA) to regulate your behaviour.
- Playground: You need to: Have some time by moving away for two minutes to regulate your behaviour. I will come and speak to you in two minutes.
- ***DO NOT describe child's behaviour to other adult in front of the child this only enflames the situation instead of de-escalating***

C4 REPAIR AND RESTORE:

If Regulation Stations techniques do not work regulate the behaviour at this point an incident may need 'follow up, repair and restore' Further inappropriate behaviour will result in:

C4 will mean the child goes to the Choices room. In Choices the child will reflect on the following

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?
7. Joint decision between child and staff member on the most appropriate way of repairing the harm and the consequence of the actions.

C5 REPARATION WITH Choices staff:

Occasionally a child may need some more focused help and therefore may spend time in the Choices room for longer than the lesson, taking part in some focused support/intervention as well as learning and a calm, focused return to learning.

C5a half a day, C5b the full day, C5C –after school detention

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.

Detentions in School

A detention can be issued for a variety of reasons. The academy operates a policy of detentions afterschool which can be served up to 4.15pm. Parents / carers will be notified by ClassCharts.

The procedures for detention are as follows:

- Parental consent is not required for detentions
- Same day detentions may be issued
- Any pupil who is absent from school will serve their detention on return
- Failure to attend a detention may result in another sanction
- Detentions will not be issued where there are reasonable concerns that doing so would compromise a pupil's safety.
- A member of SLT must be contacted to see if the detention can be covered before contacting home

Pupils Who Are Not in the Correct Uniform

It is expected that all pupils attend the school in correct uniform as outlined in the uniform section of the website and School Uniform Policy. Failure to comply with these expectations will result in the following:

- Pupils will be offered an alternative item of uniform. Failure to comply with the reasonable request to wear uniform offered may result in a sanction . Parent/carers will be contacted and expected to provide appropriate items of uniform in the future. A reasonable time frame will be offered for compliance.

Mobile Phones / Smartphone / Smartwatch and Associated Devices in School

We do not allow pupils to use any smartphone related devices during school time. This includes any personal device with call / text / social media / internet / app / email facility. They have the potential to disrupt teaching and learning and they increase the potential for theft in school. Any parent /carer wishing to contact their child during school hours must ring the school. All devices should be dropped off in the school office before school and collected after school/clubs or Youth club.

Any child caught in possession of /or using any smartphone device will have the device confiscated for the remainder of the day and returned to the pupil at the end of that day. A sanction may be issued if the pupil refused to hand the phone or device over or for repeated incidents.

Support for Parent/carers

Any queries regarding this behaviour policy should go through the following system. No.1 should be contacted first and only escalated if the situation has not been resolved successfully.

1. Class teacher
 2. Pastoral Team (Choices staff)
 3. Assistant Headteacher (Pastoral Lead) - For serious situations or safeguarding incidents
- Parents/carers may contact school via the school communication app or the school office.

Intervention and Support

We recognise that even when encouraged to make the right choice, some children will occasionally make choices that threaten the well-being and learning of themselves and others. Class Charts has an extensive 'Analytics' section which the Pastoral Team will use to address any unmet needs. We will employ a range of strategies to support a change in behaviour and reengagement in learning. Pupils who have identified needs or where certain behaviour traits are part of a diagnosed condition will also be provided with a bespoke package to enable them to avoid sanctions. Consideration will be given to whether a child's SEND has contributed to the misbehaviour. We will always seek to ascertain whether the pupil has understood the expectation

or request and whether the pupil was unable to act differently as a result of their need. Reasonable adjustments will be made but this does not mean that they will be exempt from sanction.

Following a sanction, and when appropriate, we will aim to:

- Have a targeted discussion with the pupil
- Encourage self-reflection, ownership and encourage apology if appropriate
- Discuss the issue with parent/carers and, for Looked After Children, the Virtual School
- Advise staff on bespoke strategies
- Explore issues that may be occurring outside the school
- Explore intervention strategies as marked on SEMH plans See Appendix C.

Behaviour Expectations and Pupils with SEND / LAC

We endeavour to meet the needs of children with SEN or a protected characteristic. We strive to ensure that everyone can feel they belong in the school community, and that high expectations are maintained for all pupils. When behaviours are identified as associated with a particular type of SEND, we will consider reasonable adjustments to the Choices system to avoid any substantial disadvantage caused by our expectations. A graduated approach will be used to assess, plan, deliver and review the impact of support provided. It is important to note however, it does not mean that every incident of misbehaviour will be connected to a child's SEND needs. Therefore, when necessary, sanctions may be applied in line with this policy.

We are committed to exploring anticipated triggers of misbehaviour and will put support in place to prevent these as per the SEMH plan and including:

- Extra or extended movement breaks for children who's SEND diagnosis supports an inability to sit for long periods
- Adjusted seating plans
- Regular training for all staff around SEND/LAC

If a child has a social worker or is looked-after, incidents of poor behaviour will be shared with relevant services and Personal Education Plans amended accordingly.

SECTION 4 Roles and Responsibilities

The Leadership Team is highly visible throughout the school day to routinely engage with pupils and staff. Engagement with parent/carers is done through ClassCharts and parent/carers are routinely invited into the school to discuss issues when they arise. Pupils who are suspended will be invited to a reintegration meeting with a member of the Leadership Team. Parent/carers of pupils who are displaying a pattern of repeated negative behaviours may also be invited in to discuss potential issues and strategies of support. School leaders have a crucial role to play in making sure all staff understand the school culture, behavioural expectations and the importance of maintaining them. Staff training is carried out early September and revisited throughout the academic year. New staff are provided with training as part of their induction. Behaviour, personal development and wellbeing are standing items on leadership meeting agendas and the Headteacher Reports that are issued to governors. Trends and patterns of behaviour are tracked and monitored through ClassChart analysis, this is discussed at Leadership meetings. Training will also be provided to all staff on matters such as how certain special educational needs, disabilities or mental health needs may at times affect a pupil's behaviour. Leaders will ensure that behaviours are considered in relation to a pupil's special educational need and support pupils and staff appropriately.

Role of the Local Governing Body

The Headteacher's termly report to governors ensures governors can challenge and evaluate what decisions are being made, and what our data is telling us about the school and academy trust. Governing boards have a key responsibility in considering whether suspended/excluded pupils should be reinstated. This forms part of their wider role to hold leaders to account for the lawful use of suspension/exclusion, in line with the duties set out in law, including equalities duties. The governing board has a duty to consider parent/carer representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded pupil depend upon a number of factors. The governing board must make reasonable endeavours to arrange the meeting within the statutory time limits and must try to have it at a time that suits all relevant parties. Further information can be found here:

[Understanding your data: a guide for school governors and academy trustees - GOV.UK](https://www.gov.uk/guidance/understanding-your-data-a-guide-for-school-governors-and-academy-trustees)
(www.gov.uk)

The Choices team will:

- conduct regular reviews of ClassCharts data and identify patterns of behaviour for specific pupils, classes and teachers
- Support teachers by offering guidance on management of pupil behaviour as outlined in the policy
- Liaise with the Pastoral Lead regarding strategies of support

The Pastoral Lead will:

- Ensure that the reward system and choices systems are effectively implemented by all teachers and staff and address inconsistencies promptly.

Role of Teachers and Staff :

- It is expected that all staff to lead by example and establish a calm and safe environment. All staff are expected to understand and apply this policy and the Choices System fairly and consistently.
- Staff should teach and model expected behaviour and relationships. It is expected that all staff communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- All staff are expected to challenge pupils who fail to meet our expectations.
- Teachers and teaching assistants will be expected to use the SEND information given to them to ensure the needs of individual pupils are met through planning and implementation.
- Staff challenge and support pupils to meet the school expectations and maintain the boundaries of acceptable conduct, so that pupils can see examples of good habits and are confident to ask for help when needed.
- Staff consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

Staff Induction, Development and Support

All new staff receive an induction programme. One area of the programme is dedicated to developing knowledge and awareness of the behaviour policy and procedures and the whole school expectations and culture. All staff receive regular training for staff on behaviour; pupil transition – including induction and re-induction into behaviour systems, rules, and routines. Staff also receive up to date training from the SENDCo and Mental Health Lead regarding children's needs that can have an impact on their behaviour such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. The SENDCO and Mental Health Lead belong to local networks and have regular updates with the Education Psychologist team and the Mental Health Teams to provide a whole school approach to mental health and wellbeing as set out in the Mental health and behaviour in schools guidance. This bespoke training on the needs of the pupils at the school, ensures behaviour can be managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

ClassCharts data is monitored regularly to ensure that the Choices system is being used consistently by all staff. The Leadership Team also provide support and guidance to all staff within this area through their daily interactions. The Pastoral Lead and SENDCO send out a weekly update email which includes research and resources. If a teacher or group of teachers require further support, guidance and development in this area The Leadership Team will instigate a supportive plan for this individual or group.

Role of Pupils and Parents / Carers

Pupils are regularly reminded of their duty to uphold our behaviour policy, uphold the rules of the school and of their expectation to contribute to the school culture through regular assemblies and the PSHRE programme. Student Voice will be regularly used to provide feedback of their experience of behaviour and the school's culture. Parent/carers will be informed of our expectations regularly through emails, social media posts, open evenings, as well as individual invitations to attend meetings in school to discuss their child if they wish.

How we seek to prevent Bullying

Rydal has a Zero Tolerance approach to bullying and seeks to respond to all signs, reports and concerns of child on child abuse, using our Anti-Bullying Policy. Full documentation regarding this area is contained within the school Anti-Bullying Policy available on the school website. DfE advice on this subject is expressed within preventing and tackling bullying July 2017.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

Child on Child Abuse

We expect all pupils to keep their hands, feet, and any other body parts to themselves. We will not tolerate any foul, abusive or offensive language, we encourage all pupils to 'think before you speak'. We will not tolerate any behaviour that makes anyone feel uncomfortable, unhappy or upset and actively encourage pupils to report such behaviour.

Through assemblies, check in/check out and daily interactions, we encourage all children to follow the TRA values and make positive choices of behaviour towards each other. We also actively encourage all pupils to raise issues through the following avenues of support:

- Talk to their class teacher /Year group teaching assistant
- Talk to any member of staff that is around on duty/walkabout
- Talk to the Choices/Pastoral team
- Report it in the Speak Out Safely box outside the key stage 2 hall.

SECTION 5 - Banned items, Searching, Screening and Confiscation

At The Rydal Academy we follow the guidance in: Searching Screening and Confiscation guidance July 2022. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- mobile phones;
- vapes and vape paraphernalia.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. At The Rydal Academy sanctions will be applied in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school after staff have carried out appropriate investigations - this includes behaviour on school transport.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place for children. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. At The Rydal Academy the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the Child Protection policy and speaking to the Designated Safeguarding Lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff will refer the incident to the Designated Safeguarding Lead (or deputy) as the most appropriate person to advise on the school's response. The Rydal Academy will follow the guidance in 'Keeping children safe in education'.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parent/carers are responsible for this behaviour. However, often incidents that occur online will affect the school culture and The Rydal Academy will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Mobile phones

At The Rydal Academy mobile phones are not allowed to be used by children within the school premises. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning therefore mobile phones are prohibited to reduce these risks. Any phone used by children on the way to or from school must be handed into the school office on arrival at school **BEFORE** entering the school building. The mobile phone can then be collected from the office after the child has left the school building at home time or after clubs or Youth club.

Unacceptable behaviours

The following acts of misbehaviour are seen as totally unacceptable, and will be dealt with accordingly:

- Violence - physical - peers/adults - verbal - peers/adults
- Actions that may cause danger to others pupils or staff.
- Constant disruption of learning
- Racism/Homophobia/Sexism or prejudice in any form.
- Absconding from school (Reported to Police)
- Causing damage to other pupils'/school property.
- Bullying in any form.
- Theft
- Child on child abuse
- Repeated refusal to follow adult instruction

SECTION 6 - Suspensions Procedure

We will endeavour to avoid suspending any pupil through a consistent application of this policy and associated policies. However, sometimes a pupil's behaviour may compromise the safety and learning of others and disrupt the good order of the school. In these instances, the more severe consequence of suspension may have to be applied. Taking disciplinary action and providing support will not be mutually exclusive. The decision to suspend should only be made by the Headteacher or person deputising in their absence. Consideration to suspend will always be given in line with the most recent KCSIE and DfE Suspension and Exclusion Guidance.

A decision to suspend will be made based on a balance of probability the pupil has done what has been alleged (not beyond reasonable doubt) on one or more of the following issues:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Use or threat of use of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour and defiance
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health

Once the decision to suspend a pupil has been made by the Headteacher, the following will happen:

- Every effort will be made to contact parent/carers about the details of the incident, length of suspension and reintegration meeting and procedures
- If parent/carers cannot be contacted and spoken with, a voicemail or parental app text message must be sent stating brief details including duration and reintegration dates and times, a letter must also be posted via the Royal Mail.
- Parent/carers will be contacted to arrange for the collection of the pupil from school
- Before leaving the site, the parent/carer will be issued with paper-based work or notified of their expectation to complete work online.
- A formal letter detailing the suspension, its duration and reason will be handed to or sent in the post to parent/carers. This letter will also include a date and time for a reintegration meeting for the pupil. This date and time can be altered through dialogue with both parties. The reintegration meeting will offer the opportunity to discuss issues that may have impacted on the child's poor behaviour choice, and we will work with parent/carers and external agencies where needed, to offer support strategies to avoid repetition of such behaviours. When a pupil returns from suspension, it is always with a 'clean slate'.

Pupil support to prevent recurrence of misbehaviour

At The Rydal Academy we have various strategies within our core offer to help children follow school rules and guidelines and regulate their behaviour. Following this, children may be put on a SEMH/behaviour support plan and offered individual or group intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. The plan will be put together after consultation by SENDCo, Pastoral/Mental Health Lead, class teacher, teaching assistant, parent/carer and child. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. The intervention will be delivered by the year group teaching assistant. The Rydal Academy will wherever possible engage with local partners and agencies (such as CAMHS, Mental Health Support Teams, Education Psychology, Educational Resilience Nurse) to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

The Rydal Academy uses ClassCharts to log behaviour so that relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Monitoring and evaluating school behaviour

At The Rydal Academy we collect data through the following:

- behaviour incident data, including on removal from the classroom
- attendance, permanent exclusion and suspension data
- use of pupil support units, off-site directions and managed moves
- incidents of searching, screening and confiscation
- anonymous surveys for staff, pupils, parents/carers, governors on their perceptions and experiences of the school behaviour culture.

This data is monitored and objectively analysed regularly by the Leadership Team. A termly report is produced for governors which is discussed at the termly meetings. Governors also make regular governor monitoring visits to meet with the Pastoral Lead.

SECTION 7 - Permanent Exclusion Procedure

The decision to permanently exclude a pupil is a serious one. This decision will only be taken in light of SERIOUS AND/OR PERSISTENT breaches of the school behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. There will however be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude for a first or one - off offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Use or threatened use of an offensive weapon
- Supplying or attempting to supply illegal drugs to others
- Malicious accusations against school staff
- Maliciously setting off the fire alarm
- An incident that places the reputation of the school or Trust in disrepute
- Persistent defiance and disruption over the course of a day that place the safety and/or learning of other pupils at risk
- Persistent breaches of the school behaviour policy

Repetition of any or combination of the following, despite support to address behaviours:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Use or threat of use of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and the well-being of the school community. In instances where a permanent exclusion is being considered, a full investigation will be initiated, and we will endeavour to keep in contact with the parent/carers of the excluded child throughout the period of investigation. An exclusion panel will be held. Please refer to the current DfE guidance below for details of the full process: Suspension and Permanent Exclusion Guidance May 2023

SECTION 8 - Rewards

The Rydal Academy uses various methods of reward.

The children may receive these for good behaviour, manners and effort:

- House points (the children are grouped in six house teams and can earn points collectively for an end of year rewards day)
- Stickers (awarded on the spot for any of the attributes named above)
- End of half term TRA Value certificates for consistently displaying the TRA values.
- Headteacher's Award stickers and house points.
- End of term assembly stickers for improved attendance, great attendance and 100% attendance and entry into the £100 raffle for 100% attendance
- Sports certificates for fairness, good sportsmanship, teamwork etc
- Leadership roles such as: House Captain and Vice Captain, Mental Health Champions and Anti-Bullying Ambassadors.
- Year 6 end of year rewards day and ice cream van visit.

Rewards are recorded on Classcharts so parents can see how their children are doing.

Appendix A – Suggested language scripts

LANGUAGE FOR THE CHILD IN THE CLASSROOM TO HELP THEM FEEL MORE REGULATED AND FEEL 'HELD IN MIND':

- Use simple instructions -"first this, then..."
- "I'll be thinking about how you're getting on...I'm just going to be over here with....then I'm coming back".
- "I do understand you might be feeling..... Am I right?. How can I help you with this?"
- "I'm not going to be in the classroom tomorrow, and I know you often find that difficult. How can I help you with that?"
- "I know you find this very hard. You have two choices..either you...or you can... ?"

BE SPECIFIC :

- "I like how you managed to sit through assembly/the lesson today".
- "Well done for using the 'Regulation Stations' area to help yourself.
- "I'm so pleased you managed well in the playground this morning..."
- "I can see this has been really difficult for you, I'm pleased you are persevering.."
- "I can see you're not quite ready yet...what do you need to do to be ready?"
- "I can see your body really needs to move, let's go outside for 5 minutes" (or alternative as deemed appropriate).
- "I can see your arms really need to move but that swinging your arms isn't safe for you or your friends, let's do some wall press ups instead".

A REFLECTIVE APPROACH TO QUESTIONING A SITUATION:

- "I can see it looks like you have been really struggling, maybe this would help you..."
- "You seem upset today. Am I right?"

TELL THEM YOU UNDERSTAND:

- "I understand what you're saying." You're not really agreeing with them, you're saying you're listening.
- "I understand what you're saying and yet I've noticed that...and our rule is...and you're better than that".
- "I hear what you're saying."
- "Yes, you may be right, it may not have been you and yet our rule is..."
- "I noticed that....."

Appendix B – Choices System – how it works in practice

CHOICES – a practical guide for supporting positive attitudes to learning in and outside the classroom. Praise should always outweigh consequences. We need to concentrate on positive aspects of behaviour choices. ‘When pupils behave inappropriately give them what they don’t want – a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when pupils behave appropriately’.

Setting the scene for positive behaviour is key.

- Always be a positive role model
- Be consistent with your routines - use this and only this approach with all pupils as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. “Why are you talking?” Rather, “It was your choice to continue talking while I was talking, C1”
- Ensure that pupils know it is your priority to maintain the pace of your lesson for the benefit of all pupils. Use reminders based on a common language / script framed around this guidance
- Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues and how developing the ‘big picture’ with pupils allows them to think outside the box.

What does consistency look like?

- MEET your class at the door, smile, be enthusiastic about working with the pupils and about the content / context of the lesson. Have a starter activity / ‘Get Thinking’ task ready and expect pupils to be active as they enter. Take the register as they work. Set out the learning outcomes and expectations of the lesson. Have high expectations. Follow this guidance always.
- Giving Achievements and Praise - apply achievements and praise with care – be sure you have explained why a pupil has received the achievement or praise as some pupils may feel that individuals are given acknowledgements unjustly. Encourage opportunities to celebrate success such as an applause moment. Encourage pupils to accept praise. Log all stickers/house points on ClassCharts.
- Start each day with a clean slate – making sure that incidents have been dealt with from prior lessons. Speak to the pupil when you issue a detention - ensuring you build bridges and discuss why they did not comply with your expectations. The Choices system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the choices system is rarely used because pace, challenge and positive reinforcement should sustain pupils and enthuse them.

Key questions for staff:

- Have I planned my lesson appropriately for all learners?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage pupils in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted pupils at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my ‘reasonable requests’ clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?
- Have I ‘read’ my pupils – body language, facial expression, mannerisms – is there anything unusual or different? Do I need to take them to one side to have a quiet conversation?

C1 Warning- a chance to make the **correct choice** to improve your behaviour

C2 Warning- a second chance to make the **correct choice** to focus and improve your behaviour

C3 Final Warning- a final chance to make the **correct choice** to improve your behaviour and avoid leaving the classroom.

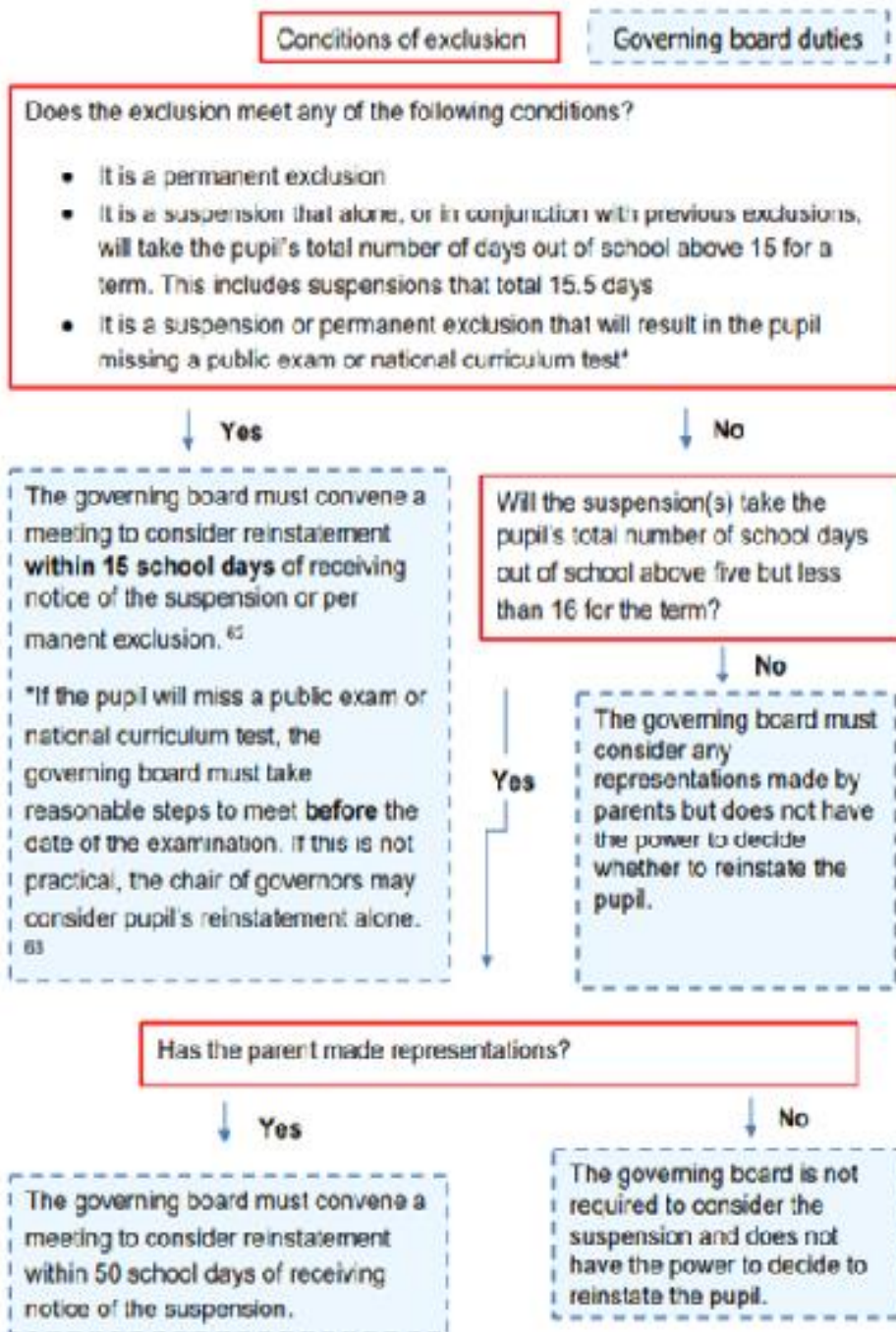
C4 Go to Choices room for the rest of the lesson-breaktime detention.

C5a- Go to Choices room for the morning or afternoon(1/2 day). C5b all day

- 2xC4 or inappropriate behaviour in Choices
- fighting
- swearing
- risk taking behaviour
- disrespect to an adult
- prejudicial behaviour-racism,homophobia
- assault on pupil/adult
- absconding/refusing to enter the classroom
- refusal to follow staff instructions

C5c After School Detention-given after reciving 3 C5s

A summary of the governing board's duties to consider reinstatement⁶¹



⁶¹ Parents on diagram: refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

⁶² The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

⁶³ The ability for a chair to review in the case of public exams refers only to maintained schools.

Appendix D.

SEMH/behaviour support plan

Main area of need <ul style="list-style-type: none"> ○ Low mood ○ Anxiety ○ Trauma ○ Self-harm ○ Lack of resilience 	Pupil Name:	Date commenced:	Parent/Carer		
		Review date:	Signature Staff member		
			Signature		
Behaviour (highlight all that apply and indicate appropriate frequency)		Every lesson	Daily	Weekly	Seen
Refusal/inability to follow staff instructions					
Makes inappropriate comments to staff					
Slow to settle in class					
Verbally abusive to staff					
Verbally abusive to pupils					
Confrontational towards staff					
Inappropriate language (swearing)					
Language that does not promote equality (homophobia, racism etc)					
Spitting					
Physically aggressive to pupils					
Physically aggressive to staff					
Leader of disruptive behaviour					
Lack of respect for own property					
Lack of respect for /damages school property					
Leaving class without permission					
Leaving the building without permission					
Absconding from the school site					
Smoking/Vaping					
Sexualised language					
Sexualised behaviour					
Bullying type behaviour					
Withdrawn, socially isolated					
Low mood					
Anxious behaviours					

Automatic negative thoughts / low self-esteem				
Other (please specify)				
Triggers (highlight all that apply)				
Separation from parent/carer	External factors			
Unstructured times e.g. break	Not being able to follow own agenda			
Presenting with different behaviour with different members of staff	Sanctions being put in place			
Issues around identity and belonging	Being told 'no'			
Reliant on an adult to remain on task	Perceived pitch of work			
Lack of resilience when faced with challenge or criticism	High levels of anxiety affecting daily functioning			
Lack of resilience socially (e.g. losing a group game)	Specific work activities e.g. writing tasks (please state)			
Other (please specify)				
Targets (please highlight no more than 2)				
I will not disrupt the learning of others.	I will behave appropriately outside the classroom.			
I will use the Regulation Station techniques to manage my emotions.	I will not leave the classroom/school without permission.			
I will reduce my verbal outbursts.	I will stay in my own personal space.			
I will remain in my seat.	I will ask for or accept adult support to manage my emotions.			
I will remain on task.	I will have calm playtimes and lunchtimes.			
I will speak respectfully to members of staff.	I will be able to talk about how I am feeling.			
I will work in a group appropriately.	I will follow adult instructions.			

I will keep my hands & feet to myself.	I will be kind.
Other (please specify)	

Please highlight below (green if already in place and yellow if to be put in place to achieve targets)

Wave 1 – core offer (available to all pupils)			
Meet and greet	Check in & check out	Visual timetable	Regular pastoral assemblies
Highlighted seating arrangements	Brain / movement / rest breaks	Transition booklet	Zones of regulation displays
Regulation station areas with calming activities	Access to 'safe space'	Restorative incident questions / Scripted conversations	Visuals including timetable and 'who is in class today'
Whole school behaviour policy	Alright Charlie (Year 5/6)	Marvellous Me – individual rewards	House Point - whole school rewards
Wave 1 core offer / provision (available to all pupils)			
Ear defenders	Wobble cushions	Workstation / barrier	Timers
'Help' request visuals	Weighed resources	Now and next visuals	Fidget toys
Chew'llery	Personalised visual timetable	Thera-band	'I am working' for board

Wave 2 – small group intervention (highlight all that apply)			
Block therapy <i>duration & frequency of intervention</i>	Circle of friends <i>duration & frequency of intervention</i>	Talkabout for children (social skills) <i>duration & frequency of intervention</i>	Talkabout for children (friendships skills) <i>duration & frequency of intervention</i>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ELSA	Small group anger management	Small group social skills	Other (please specify):

<i>duration & frequency of intervention:</i> <input type="text"/>	<i>duration & frequency of intervention</i> <input type="text"/>	<i>duration & frequency of intervention</i> <input type="text"/>	<i>duration & frequency of intervention</i> <input type="text"/>
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Wave 3 – personalised (highlight all that apply)			
Time to talk	Workspace / station	Worry book/box	Social stories / comic strip conversations
Sensory activities	Work boxes	Access to therapy dog	Access to pastoral space
Individual behaviour rewards	Adapted playtime provision	Additional adult support	Internal reparation
Scripted conversations	Formal behaviour monitoring e.g. report / behaviour contract	Personalised timetable	Pastoral time out
Personalised meet and greet	Bespoke intervention (please specify) <i>duration & frequency of intervention</i> <input type="text"/>	Off-site provision	Other (please specify)

Outside agency support	
Referrals to	Advice from
<ul style="list-style-type: none"> ○ Early Help 	<ul style="list-style-type: none"> ○ Early Help
<ul style="list-style-type: none"> ○ Harbour 	<ul style="list-style-type: none"> ○ Harbour

○ Child & Adolescent and Mental Health Service (CAMHS)	○ Child & Adolescent and Mental Health Service (CAMHS)
○ CAMHS neurodevelopmental pathway	○ CAMHS neurodevelopmental pathway
○ Emotional Resilience Nurse	○ Emotional Resilience Nurse
○ Mental health Support Team	○ Mental health Support Team
○ Educational Psychology	○ Educational Psychology

What are you good at?

What would you like to get better at?

What would you like more help with?

Review 1 – summary (date:)

Review Actions

Parent / carer views

Review 2 – summary (date:)
Review Actions
Parent / carer views

