

BEHAVIOUR EXPECTATIONS



A MID-YEAR REMINDER OF THE BEHAVIOUR EXPECTATIONS AS TAKEN FROM OUR SCHOOL BEHAVIOUR POLICY

CLEAR EXPECTATIONS

It is important that all children have a child voice and that they have the chance to feel valued. Each class has their own set of rules at the beginning of the school year that they decide together. This forms an agreed set of expectations and a collaborative behaviour policy between staff and children. Instead, teachers are encouraged to focus on relationship building, age appropriate motivation, proactive management of unwanted behaviour and acknowledging good behaviour.

ENCOURAGING GOOD BEHAVIOUR

At Orchard Vale Community School, it is important that positive behaviour is recognised and rewarded. Teachers are encouraged to focus on building strong relationships, using age appropriate motivation, proactive management of unwanted behaviour and acknowledging positive behaviour choices. All staff and visitors are role models for all and model the schools behaviour policy. The strategies used to encourage positive behaviour include:

- Positive language modelling
- Celebrating positive behaviour verbally or through the teacher's reward systems
- I noticed that... / I wonder ... language
- Star of the week in assembly or in classes
- Restorative approach sentence stems
- Joined up expectations from all other members of staff
- Reflection time with an adult
- Structured play

REWARDS AND SANCTIONS

Rewards:

Orchard Vale has a focus on ensuring teacher autonomy and that the teacher is their own leader within their classroom. Teachers have the ability to decide on rewards that are appropriate to their cohort and are class specific. These include a range of rewards such as:

- Dojo's, stars, stickers or badges
- Free time rewards
- Certificates and praise pads
- PE champions
- Star of the week and happy bench opportunity during Friday celebration assembly

Behaviour strategies we might use: With a collaborative and joined up approach alongside parents, carers and staff, we aim to have a restorative approach to behaviour strategies. A restorative approach is used to support pupils with social, emotional and mental health difficulties, helping them realise their potential whilst minimizing the wider impact of behaviours on others. By using a restorative approach, it enables the child to feel safe and secure in the school environment, whilst expressing their emotions in a regulated manner, such as:

- Describe previous success
- Describe the reality and what is happening
- Reminders of expectations
- Bring the task to a close In addition to this, other strategies include supporting mediation, understanding the problem and scale and managing language by using positive framing strategies from Walkthrus.

Children with specific additional needs such as SEND/SEMH have Behaviour Care Plans.

These are written by the class teacher in collaboration with the SENDCo, parents and relevant outside agencies where appropriate. Behaviour Care Plans are reviewed termly and behaviour approaches may be adapted to suit the needs of the individual. They are still subject to our school behaviour policy. All plans are shared and adhered to by the relevant staff who work with these children.

Sanctions:

It is important that children have clear rules and boundaries. When the behaviour choices are not made then sanctions need to be put into place.

	<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3</i>
<i>Class Teacher</i>	<ul style="list-style-type: none"> • Global reminders • First warning • Second warning • Praise good behaviour around them • Refer to class rules and contracts 	<ul style="list-style-type: none"> • Losing golden time or privilege • Use of reward charts • Missed break time or playtime to reflect • Structured play 	<ul style="list-style-type: none"> • Move to a quiet space • Removed from classroom • Work somewhere else • Safe space • Time out zone • Phone call to parents/carers
<i>Team Leader</i>	<ul style="list-style-type: none"> • Meeting with parents/carers 	<ul style="list-style-type: none"> • Behaviour contracts 	<ul style="list-style-type: none"> • SLT intervention
<i>Senior Leader</i>	<ul style="list-style-type: none"> • Hub • Further meeting with parents/carers 	<ul style="list-style-type: none"> • Removal of trips • Internal exclusions 	<ul style="list-style-type: none"> • External exclusion

ZONES OF REGULATION

At Orchard Vale we support children with their awareness of feelings and how to manage these. This is demonstrated through the use of Zones of regulation.

As taken from www.zonesofregulation.com

WHAT ARE THE ZONES?

The Zones of Regulation is the original framework and curriculum (Kuyppers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four colored Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.



SELF-REGULATION

Self-regulation is the approach to teaching pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Self-regulated learning can be broken into three essential components:

Cognition – the mental process involved in knowing, understanding and learning

Metacognition – often defined as ‘learning to learn’

Motivation – willingness to engage our metacognitive and cognitive skills

To support self-regulation we aim to ensure that all children are ready for learning. To enable this the school approach is to:

- Support co-regulation to self-regulation. This includes giving direction and support, choices, safe spaces and opportunities to self-regulate.
- Ensure rich dialogue with the child to discuss the incident and support next steps. This may include simplified language and a discussion of fairness, as well as gentle but firm reminders in a neutral tone.
- Understand the child as a whole and recognise triggers that may change the social situations. This includes all staff noticing signs of the need to self-regulate and coping mechanisms such as weighed items and breathing techniques. - Reminding children that every day is a fresh start and that they have the chance to make changes.