

# Policy and Procedure on

## Behaviour management and Discipline

### Cambian Home Tree School

#### Legal Status:

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 24 (3) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Equality Act (2010), Education Act (2011)
- DfE Guidance (2016) *Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff* (DfE Website – [www.education.gov.uk](http://www.education.gov.uk)) including *Getting The Simple Things Right*, Charlie Taylor's Behaviour Checklist (DfE 2011) and non-statutory advice 'Behaviour and Discipline in schools' (2016)
- *Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.

#### Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

#### Related Documents:

- Management of Actual or Potential Aggression (MAPA®) (Cambian Policy No: Edu. 20)
- Anti-bullying Policy and Procedures; Safeguarding Children - Child Protection Policy and Procedures; Exclusions Policy; Physical Intervention – Use of Reasonable Force, and Supervision of Students Policy.
- Anti-bullying Policy and Procedures, Safeguarding Students - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic (PSHE) education
- Care and Control Policy
- Behaviour Support Policy

#### Staffing Method

This process requires:

- strong school leadership, and a clear, well organised and consistent approach to behaviour management;
- an understanding of and access to sources of expertise in current legislation, research and philosophy on promoting positive behaviour and on handling pupil's behaviour where the child may require additional support;
- fulfilment the duties under the Equality Act 2010; including issues related to students with special educational needs or disabilities and provides reasonable adjustments and support systems for these students;
- promotion of positive behaviour within the curriculum for supporting personal, social and emotional development;
- recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of Home Tree School;
- an awareness and understanding of how to support students' mental health and emotional wellbeing and to adopt 'Attachment Aware' philosophies.
- All staff to provide a positive model of behaviour by treating students, parents/carers and one another with friendliness, care and courtesy and acknowledge adults' roles as a potential secondary attachment figure that can help to reshape insecure attachment behaviours and support the development of more secure ones.
- Support for teachers with classroom management;

- Empowerment of pupils to self-regulate and make positive choices by providing a secure base which offers a sense of protection, care and safety as well as a source of inspiration and energy for learning, exploration, challenge as well as positive risk taking.
- Implementation of rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- managing students' transition, liaising with parents/carers/medical staff and other agencies;
- maintaining facilities to a high standard and
- taking disciplinary action against students who are found to have made malicious accusations against staff, potentially including a fixed term, or if necessary permanent, exclusion.

The policies, working practices, documentation and record keeping support the implementation outlined above.

## Definitions

Good *behaviour* is conduct that assists the school to fulfil its function.

*Unacceptable behaviour* is that which can damage/hurt (in *any* way) a person or their property; is offensive or inconsiderate or interferes with the rights of teachers to teach and students to learn.

*Discipline* is the system of rules for good behaviour that aims to develop self-discipline in students and creates the conditions for an orderly community in which effective learning can take place. It aims to cultivate in students an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

## Availability:

This policy is made available to parents/carers/guardians staff and students from the school office and on the website.

## Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes an annual review of this policy and the efficiency of its implementation by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: January 2018

Kicha Mitchell



Headteacher

## 1. Pupil Profile

Home Tree School specialises in education for students and young people who have ongoing mental health needs and at times, challenging behaviours or other additional needs. Our students are in-patients at The Willows Hospital [Tier 4 Mental Health] and residents at Meeko House [Mental Health Step Down residential home] and are usually tri-funded through health, education and social care. Our students are boys and girls; age range is 12-18 years of age. Some of our students will have a Statement of Special Educational Needs or an Education Health Care Plan. Some students are Looked After Children.

## 2. The Statement of Intent

The school behaviour policy is therefore designed to help all members of the school to live and work together in a way conducive to learning by creating a safe, nurturing and stimulating environment that encourages respect for others while acknowledging the particular difficulties this represents for our students.

This policy is designed to promote and create a framework for achieving good behaviour by sharing high expectations and promoting the development of social, physical and emotional well-being of everyone.

We aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well. We will promote a caring community, whose values are built on mutual trust and respect for all.

This policy reflects the school's stated aim of enabling all its students to develop the capacity to self-regulate and to recognise consequences as the result of their choices. It reinforces the values and expectations that will enable good behaviours for learning in the classrooms. We have an emphasis on acknowledging and rewarding desirable behaviours and effort.

### **3. Aims**

In keeping with the aims of the school, through this behaviour policy we aim to

- establish a safe, nurturing and stimulating climate in which young people and adults can interact and relate with high levels of mutual interest and personal respect;
- encourage young people to positively manage their own behaviours and social and emotional difficulties;
- encourage all members of school to consider the feelings of others and treat all property with due care.
- provide good adult role models who communicate high expectation and motivate students to work hard and fulfil their potential.
- acknowledge and reinforce positive behaviours consistently using a reward system which includes points, praise, certificates.
- apply consequences in a fair, just and proportionate manner that promotes learning and self regulation.
- Deliver well planned, interesting and demanding lessons make a major contribution to good discipline.
- identify individual students needs and use both its internal resources and external; through multi-agency working and assessment, to ensure appropriate support for students in need or for those who display continuous disruptive behaviour.

### **4. Roles and responsibilities**

#### **4.1 The Role of the Headteacher and Deputy/ Leadteacher**

The Headteacher's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Headteacher has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher who is expected to ensure the implementation of the above aims and additionally to:

- make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- familiarise new staff members with the school's behaviour policy and guidelines for behaviour.

#### 4.2 The Class Teacher and Classroom Management

The class teacher has prime responsibility for pastoral care.

Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. The teacher will plan relevant, stimulating lessons in order to inspire and engage students thereby contributing to good discipline in the classroom. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Within the classroom, students will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to students on a daily basis. These include verbal praise, written remarks about good work, stickers/stars, sending students with their work to other teachers/ Headteacher and the application of the **Behaviour for Excellence Points system**. The School Reports are also seen as a means of constructive praise.

#### 4.3 The Role of All Staff

All staff are expected to model and encourage good behaviour and respect for others in students and to apply all rewards and consequences fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

All Staff should:

- have high expectations for students including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, trusting, supportive and constructive relationships with them;
- hold positive values and attitudes and adopt high standards of behaviour in their professional role;
- communicate effectively with parents, colleagues and carers, conveying timely and relevant information about attainment, objectives, progress and well-being;
- have a commitment to collaboration and co-operative working where appropriate;
- manage students' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy;
- use a range of behaviour management techniques and strategies, adapting to individual students' needs as necessary to promote self-control, independence and cooperation.
- Provide opportunities to develop students' social, emotional and behavioural skills.
- ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Ensure they are knowledgeable about the pupils' background, diagnoses, interest, presenting behaviours and social and emotional well-being.
- Maintain a high level of vigilance in the learning environment thereby ensuring safeguarding is of the utmost priority.
- Keep accurate records relating to the observation, assessment and evaluation of presenting behaviours.

We support our staff in managing and modifying students' behaviour through appropriate training and guidance to develop staff skills further.

We also have detailed supporting documents and clear procedures for the Behaviour for Excellence system which enable staff to feel confident in dealing with behaviour accordingly.

#### 4.4 The Role of Students

Our school believes that as a student you have the right:

- to develop to your full potential in every area of school life;
- to be treated fairly and with respect.

All students will be made fully aware of the School's Behaviour policy, procedure and expectation. Students are expected to take responsibility for their own behaviour.

Ask for support when they are struggling to cope.

Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.

#### 4.5 The Role of Parents/Carers

Our schools strongly encourages an ethos and culture where there is clear communication with parents and carers. By working collaboratively with parents, students receive consistent messages about how to behave at home and at school. We expect parents/carers to encourage their young people to support the school rules, their learning, and to co-operate with the school. We work in partnership with parents/carers to address recurring unacceptable behaviours, using observation records to help us to understand the cause and to decide jointly how to respond appropriately.

We expect that parents/carers will .

- Work in partnership with the School to fulfil its aims for your child and support the School in implementing its policies and procedures.
- Support the School in insisting your child/ward abides by the School's Code of Behaviour for students and other relevant policies (for example the Policy on Bullying, Race Equality, mobile device and ICT/Internet Acceptable Use Policy).
- Ensure regular and punctual attendance of your child to School. Notify the school of absences giving reasons and ensure that if your child is absent from School that they are not provided with alternate activities during school time.
- Avoid making appointments during school hours or during term dates.
- Ensure your child/ ward is properly attired; uniform is worn or if plain clothes is worn due attention should be paid to school guidelines.
- Make every effort to attend School for Parents Evenings, meetings, and appointments as appropriate.
- Make every effort to keep communication lines open with school (for example providing up to date contact information).
- Provide an appropriate environment at home and support for your child to complete homework, coursework and do self-study.
- Inform us of any relevant circumstances that may affect the behaviours of students in school. School will also report on the behaviour of pupils in school on a weekly basis and will inform immediately if we have concerns about their child's welfare or behaviour.
- Make an appointment during school hours to see staff. If there is a court order against a parent seeing their child the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called.
- Report to reception on arrival at the school and may not wander around the school premises unaccompanied.
- Treat all staff with respect
- Raise any concerns in line with Complaints procedures. Parents/carers should not vent personal vendettas against the school, nor should emails be circulated or placements made on social network sites that damage the reputation of the school/students/staff.

#### **4.6 Other Agencies**

The school has good working relationship with the various local authorities linked to the individual students. We have strong links with outside agencies such as the police. The school is situated in Cambridgeshire and we are building relationships with various agencies within the community. We comply with the Cambridgeshire safeguarding procedures. In managing pupils' behaviour our school uses the support of occupational therapy and psychological intervention.

## **5. BEHAVIOUR MANAGEMENT PROCEDURES**

We use a three pronged approach for our behaviour management :

**1. Promoting good behaviours for learning**

- I. Providing a safe, nurturing environment –
- II. Promoting readiness to learn
- III. Adopting a student centred approach-
- IV. Communicate high expectations for all -

**2. Getting it right**

- I. Managing transitions
- II. Recognise and reward good behaviours
- III. Using positive conversations
- IV. Empower pupils to self-regulate / problem solving /self coaching

**3. Putting it right –**

- I. Holding pupils to account for their choices.
- II. Reflection / problem solving / self regulation

## **5.1 PROMOTING GOOD BEHAVIOURS FOR LEARNING**

### **5.1.1 Providing a calm, safe, nurturing environment**

The school environment communicates the ethos of the school. It impacts on the behaviour of our students and helps them to feel safe and valued. It is the responsibility of all to ensure that the school environment will be maintained to highest standard of health and safety and kept in good decorative order.

All staff members are expected to show commitment to the appearance of the school buildings by picking up litters, noting displays coming adrift and removing items left lying around. Displays are to be kept fresh, relevant and up to date. Student's work is to be sensitively displayed both in the classroom and throughout the school.

Classroom will be kept neat and tidy and careful thought given to layout and seating plans. The students will also be encouraged to be likewise aware so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive where students should put all litter in bins and leave classrooms clean and tidy;

We recognise that the school environment is more than the physical appearance of building and classrooms.

We wish to promote a school environment where:

- all students have a right to work in a calm, undisturbed, supportive and purposeful atmosphere; Students and staff should move around the school calmly and quietly.
- positive self-esteem is encouraged along with concern for the well-being of others;
- school expectations stated positively, are understood and applied consistently;
- the attitudes and values with reference to Spiritual, Moral, Social Education (SMSC), Personal Social Health and Economic Education (PSHEE) and Citizenship lessons permeate the school day;
- high expectations, both in work and in play, create a positive attitude to learning for life;
- all members of staff refrain where possible from physical contact with the students, except for example when first aid is required;
- all have a right to attend school without the fear of being bullied;
- praise, rather than blame, is the norm;

Staff accompanying students are to hand in to the Receptionist any medication, apart from asthma inhalers, brought into School.

### 5.1.2 Promoting readiness to learn

All students are expected to attend school regularly and be punctual for school and for lessons. Students will be greeted by their names as they enter school or classroom and staff will inquire about their wellbeing. Staff will model readiness for learning by being punctual and prepared for each session.

The school recognises that we cannot teach effectively and students cannot learn effectively without securing and optimising their readiness for learning. We will actively seek information regarding the physical and emotional well-being of all students from students' records, handover information, speaking with parents/carers and student themselves. We will seek and use advice to help us provide for students who have medical conditions that may affect their learning, behaviour or concentration.

*A. Physical readiness* We will be aware of whether students are well fed, adequately hydrated and are practising good sleep hygiene. We will also be aware that students are compliant with their medication as appropriate as this may impact on behaviour and learning. Rest breaks are built into the day for all students. Student may also use timeout breaks as agreed on an individual basis in order to increase learning efficiency. If a child is deemed not to be physically ready for learning then we will take measures to improve this during the school day or make arrangements for the child to be sent home or work in alternate setting.

*B. Emotional readiness and Well-being* We will ensure students feel safe from physical/emotional threats and we will encourage them to voice concerns to staff and use the support they are given. School allows this in a variety of ways including access to independent advocate, key working session, surveys, student voice, assembly and pupil review meetings. We will use strategies in individual learning and support plans as well as information from the clinical team to help student manage their anxieties, frustration and ensuing behaviours in the classroom. Staff will ensure there are sensory objects in each teaching space.

### 5.1.3 Adopting a student centred approach

The child is at the center of everything that we do.

Our behaviour management approach is to ensure that they have a positive environment to work in and to ensure they are taught important life skills. All staff will teach and model examples of positive self-worth, empathy, morality and recognise that students may be affected by external factors such as change in health, bereavement, family issues, major news stories and staff should adapt their approach to deal with these events. All staff will model enjoyment in learning with the children and design worthwhile activities that make success more likely. We will promote genuine pleasure in both personal achievement and the achievement of others.

### 5.1.4 Communicating high expectations

The school expectations will be prominently displayed, communicated and used to encourage good behaviours. Staff will communicate high expectations for all students in the school environment through the setting SMART behaviour and academic targets for each pupils. In lessons, learning objectives and tasks will be clearly communicated along with success criteria.

All work submitted should reflect a student's best efforts. Work that is badly presented or well below a student's capabilities is unacceptable and will be returned to them in order for it to be done again. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour are forbidden.

School expectations	Further Details
<ul style="list-style-type: none"><li>• <b>Be appropriately dressed</b></li></ul>	<ul style="list-style-type: none"><li>• No sleeping clothes,</li><li>• No crop tops, short mini-skirts, no flip flops or open toes,</li></ul>

	<ul style="list-style-type: none"> <li>• no high heels</li> <li>• dress appropriately for weather as well as activities</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Be punctual</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lessons begin promptly at 9:30am.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Be polite to all staff and visitors</b></li> </ul>	Students are expected to politely address visitors to the school and to those members of the public they come into contact with. The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the School.
<ul style="list-style-type: none"> <li>• <b>Respect to other pupils</b></li> </ul>	<ul style="list-style-type: none"> <li>• All students of the School should show consideration, courtesy, respect and sensitivity to one another, to</li> <li>• Any incident of bullying will be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim.</li> <li>• We expect all members of our school to refrain from overly physical contact with one another.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Take care of school property</b></li> </ul>	<ul style="list-style-type: none"> <li>• All school property should be treated with respect.</li> <li>• We will seek reimbursement of the cost of repairing the damage caused by intentional damage to School or personal property through points earned.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Attend all scheduled lessons</b></li> </ul>	<ul style="list-style-type: none"> <li>• Whilst in school, it is imperative that you attend all scheduled lessons in order to maximize your chance for success. An attendance register will be taken in lessons, where work is missed you will be required to catch up.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Challenge and Stretch yourself in your learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students are expected to behave in a manner that will maximize their learning opportunities - and those of their group members. Behaviours that does not enhance learning opportunities will not be tolerated.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Take only approved items into school</b></li> </ul>	In particular no items of monetary or sentimental value should be brought into school or taken to off-site PE activities and individual guidance should be followed regarding valuables on school trips. Drugs or tobacco, lighters, any form of weapons are not allowed on site. Any item that will be a distraction to learning or produce a safety risk to other pupils in the school is prohibited.

## 5.2 GETTING IT RIGHT – (positive reinforcement/ rewards)

### 5.2.1 Managing transitions

The staff and management at the school are very aware that it can be quite difficult for young people to transition into a new environment. We therefore work collaboratively with parents, care and therapy team to plan this thoroughly. The aim is to ensure that the young people feel safe and comfortable as they ease into the school environment. We will meet young people on unit before they come into school, support young people on a one to one basis whilst they adjust to the school environment and the expectation. When necessary, we will provide outreach education for those young people that not well enough come into school. We will carry out an induction for all new students as they join the school.

Staff must also be proactive in planning for and managing transition points during a school day such as beginning of the day, after break and lunch time. Return from home leave and from school holidays can also be difficult as students may need to re-adjust to school routines and expectations.



### 5.2.2 Recognise and reward good behaviours

Throughout the school, good behaviour is promoted at all times. Our School believes that it is important to identify, acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviours. We endeavour to raise students' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise students and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm students who are "always good" so that consistent efforts go unmentioned or unrewarded. *Our rewards policy supports the belief that all members of the school have the right to be treated with fairness, honesty and respect and therefore to act with such. It seeks to recognise and reward students who demonstrate this sense of responsibility.*

Practical praising strategies with specific reference to SEMH:

- Praise what the child has done rather than the child himself
- Be specific with praise – focus on what has actually been achieved (work, behaviour)
- Avoid competition / comparisons with others
- Understand how students like to be praised

We praise and reward students for good work and behaviour in a variety of ways:

- Teachers congratulate students;
- Recognition of personal qualities by peer group through the election to School Council etc.
- Staff are encouraged to send outstanding pieces of work and students with their work to the Deputy Head/leadteacher, Headteacher or other teachers.
- Students can visit other classes to share their good work or may be chosen to share it with visitors.
- Displaying good work around the School.
- Students are encouraged to share details of awards and achievements they may have attained outside of school.
  - Points System
  - Certificates, Awards and Prizes
  - Public / private acknowledgement
  - Reward trips/ activities
  - Letter places on file or sent home

Students are reminded that the best reward is successful learning, qualification, improved skills and knowledge and most importantly a great education

### 5.2.3 Points system.

We operate a rewards points system that is based on acknowledging and reinforcing positive behaviours. In each session a maximum of four points are awarded for engagement, behaviour and attainment. These points are entered on the Behaviour for Excellence slips on Behaviour Watch. The form tutor will work with each individual to agree on a weekly target. Young people who reach their individually set targets are further rewarded with an approved activity such as internet time. Staff will also award 'bonus' points or Positive Praise for exemplary behaviours and achievements. The points are accumulated into 'the Shop' and can be 'cashed in' for tangibles at an agreed time. All reward money is to be handed to parent/carer and approval need to be sought for the purchase of good requested by the students.

### 5.2.4 Positive conversations

The eminent psychiatrist John H Reitmann once said that *"It takes an average person almost twice as long to understand a sentence that uses a negative approach than it does to understand a positive sentence"*. In our communication with students, we will adopt positive language, recognizing that words are the most powerful tools that we have to manage behaviours. One way for teachers to harness the power of their language is to pay attention to the "3 Rs"—reinforcing language, reminding language, and redirecting language—that are part of the *Responsive Classroom* approach to teacher language.

**Reinforcing:** It's vital for teachers to see and name what students are doing well, and reinforcing language allows us to do that. It highlights students' skills, positive efforts and attitudes, and quality work so that they

know what to stand on as they reach for the next higher rung in their learning. to encourage students to continue the behaviour

**Reminding:** Just as we all need reminders to stay organized in our everyday lives, children need reminders in school to keep their work and behaviour on track. By using reminding language before students start a possibly challenging task, or right when they start to make a mistake, teachers help them stay on task, organized, responsible, and safe. This essentially guides students back to the expected behaviour when the expectation has been clearly established previously.

**Redirecting:** When students are doing something harmful to themselves or others, are too far into a mistake to correct themselves, or are too emotional to think reasonably about what they're supposed to be doing, teachers need to redirect them with clear words. Skillfully used, redirecting language lets teachers provide wise external control to keep children safe and productive when their self-control is failing them. As with reminding language, it's important to be brief and to use a neutral tone and neutral body language when giving a redirection. This essentially redirects children quickly back to a safe behaviour

### 5.3 PUTTING IT RIGHT

#### 5.3.1 Holding pupils to account for their choices.

**Consequences & Sanctions:** Where necessary, clear and consistent consequences will be calmly and systematically applied. Students will be actively involved in identifying some of the behaviours they wish to change and receive informal feedback on a daily basis and formal feedback through daily tutorials. When negative consequences are applied, they may include loss of points, verbal reprimand, activity ban, reparation payments, internal exclusions and detentions.

<u>Level 1 Behaviours</u>	<u>Intervention</u>	<u>Suggested Consequences:</u>
<p>Are 'containable issues' that can be dealt with by independent action from staff?</p> <p>Examples are Swearing; teasing; shouting; initial refusal to complete request. Speaking out of turn in class</p> <ul style="list-style-type: none"> <li>• First time late to lessons</li> <li>• Inappropriate attire</li> <li>• Minimal effort in lessons</li> <li>• Repeated low level disruption</li> <li>• Regular lack of effort in class</li> <li>• Failure to do homework</li> <li>• Inappropriate behaviour at lunchtime</li> <li>• Repeated lateness to lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Offered sensory stimulus redirected to different task/ activity</li> <li>• Planned ignore</li> <li>• Use of timeout / sensory break breaks</li> <li>• Set positive target for next lesson</li> <li>• Offer choice to student "either...or....." (i.e. student owns behaviour)</li> <li>• Plan of behaviour intervention strategies</li> <li>• Consider appropriateness of lesson tasks/ activities</li> <li>• Consider appropriateness of learning style</li> <li>• Discuss successful strategies with keyworker</li> <li>• Peer mentoring</li> <li>• Peer mediation</li> <li>• Verbally acknowledge when student has adjusted behaviour</li> <li>• Discussion between class teacher &amp; student</li> <li>• Diagnostic interview with</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal disapproval</li> <li>• Points not earned</li> <li>• Move seats within class</li> <li>• Task completion in own time</li> <li>• Written apology</li> <li>• Non-confrontational verbal reprimand</li> <li>• Rule/ expectation reminder</li> </ul>

<p>(L)</p> <ul style="list-style-type: none"> <li>• unauthorized use of equipment/ devices</li> </ul> <p>At this level staff should always aim for <b>positive solution</b>.</p> <p>Behaviour at this level would be reflected in the points system and could be discussed by staff during handover and/or at the end of the day.</p> <p>If there is a positive solution there is no need to complete incident report sheet.</p>	<p>student about problem</p> <ul style="list-style-type: none"> <li>• Student to think of ways to modify behaviour</li> </ul>	
<u>Level 2 Behaviours</u>	<u>Intervention</u>	<u>Suggested Consequences / Strategies:</u>
<p>Are behaviours that warrant a more 'official' or 'formal' intervention and possibly involvement of another member of staff to support carrying out consequence – does not mean you are passing it on.</p> <p><b><i>Examples are throwing objects, some threats of violence, verbal aggression, and refusal to complete tasks.</i></b></p> <p>Repeated level 1 behaviour</p> <ul style="list-style-type: none"> <li>• Persistent and/or serious lesson disruption preventing learning</li> <li>• Deliberate defiance/lack of respect</li> <li>• Internal truanting</li> <li>• Leaving the premises without permission</li> <li>• Inappropriate language towards</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of chosen member of staff</li> <li>• 1:1 discussions with student by DEPUTY</li> <li>• Telephone call to parents/carers informing of behaviours and ask speak with student about the issue.</li> <li>• withdrawal from lesson/ activity</li> <li>• Review strategies in individual Learning and Support plans</li> <li>• Place on report – monitored by tutor</li> <li>• Additional support in lesson</li> <li>• Isolate the behaviour</li> <li>• Allocate mentor for 1:1 discussions/input</li> <li>• Setting targets with an appropriate reward for achieving goal</li> <li>• Student made aware that record of incident will be kept and shared</li> <li>• Student made aware that the head teacher and keyworker will be informed and that carers/parents may</li> </ul>	<ul style="list-style-type: none"> <li>• Daily meeting with tutor for specified period.</li> <li>• Student required to make amends</li> <li>• Contact with carers.</li> <li>• Task completion in own time</li> <li>• Break/lunch detention</li> <li>• Tutor detention</li> <li>• Community Service – tidying kitchen, organising shelves etc.</li> <li>• Punctuality report</li> <li>• Confiscate equipment for specified period</li> <li>• Loss of points accrued.</li> <li>• Internal exclusion-</li> <li>• Internal isolation ( no more than a day)</li> <li>• Ring parents/carers and invite into school for meeting with relevant staff</li> </ul>

<p>other students</p> <ul style="list-style-type: none"> <li>• Graffiti or vandalism</li> <li>• Smoking during lesson time</li> <li>• intimidating behaviour towards peer</li> </ul> <p>Behaviour at this level will require an incident report to be completed.</p>	<p>be informed</p> <ul style="list-style-type: none"> <li>• Possible LA involvement – social worker</li> </ul>	
<p><b><u>Level 3 Behaviours</u></b></p> <p>Inappropriate /anti-social behaviours are now present. Student has not responded to consequences from Levels 1 and 2 and persistent Level 2 behaviour(s)</p> <p><b><i>Examples are deliberate disruption which may include absconding, Physical attack, Serious damage to property, Racism, bullying, Smoking on the school site</i></b></p> <p>Frequent refusal to abide by the Behaviour policy</p> <ul style="list-style-type: none"> <li>• Continued serious disturbance</li> <li>• Theft</li> <li>• Fighting</li> <li>• Discriminatory behaviour as defined by the Equality legislation e.g racist</li> <li>• Assaulting another student</li> <li>• Swearing at or intimidating a member of staff</li> <li>• Possession of alcohol/weapon/drugs</li> <li>• Persistent refusal to abide by the Behaviour Policy and previous sanctions</li> </ul>	<p><b><u>Intervention</u></b></p> <ul style="list-style-type: none"> <li>• Parents/carers meet with appropriate staff</li> <li>• Negotiate timetable adjustments</li> <li>• Review ILSP and PEN portrait</li> <li>• Daily report to Senior leadership team member</li> <li>• Involvement of Local Authority – Social worker/police</li> </ul> <p>Raise concerns at clinical level – e.g. possible Psych involvement</p> <ul style="list-style-type: none"> <li>• Negotiate behaviour support plan with student and parents.</li> </ul> <p>-Behaviour modification/external agency involvement</p> <ul style="list-style-type: none"> <li>• Career Advisor referral</li> <li>• Explore alternative provisions</li> <li>• Refer to Equalities Policy</li> <li>• Behaviour action planning</li> </ul> <p>Incident report must always be completed</p>	<p><b><u>Suggested Consequences:</u></b></p> <p>All staff are responsible for contacting home/hospital staff &amp; education staff about the incident and keeping them informed</p> <ul style="list-style-type: none"> <li>• Strategy meeting of all relevant staff may occur with action plan</li> <li>• Student put on Monitoring Report</li> <li>• Restricted activities</li> <li>• Loss of privileges</li> <li>• Formal involvement of SMT</li> <li>• Confined to a safe place.- use of Restrictive Physical Intervention.</li> <li>• Contact with carers and meeting if appropriate.</li> <li>• Internal exclusion</li> <li>• School detention</li> <li>• Standard/non-standard letter home</li> <li>• Loss of social time</li> <li>• Withdrawal from course/ activity</li> <li>• Internal isolation ( two days or more)</li> <li>• Information added to school file</li> <li>• Withdrawal from lessons for extended period</li> <li>• Same day detention (parents notified)</li> <li>• Fixed term exclusion</li> <li>• Police involvement</li> <li>• Restorative work</li> <li>• Restitution</li> </ul>

<b>Level 3 behaviours must be supported by detailed incident report.</b>		
<b><u>Level 4 Behaviours</u></b> <ul style="list-style-type: none"> <li>• Behaviours that are not manageable within the school environment.</li> <li>• Serious incident that will lead to outside agency involvement</li> <li>• Head involved due to consistently serious anti-social/ inappropriate behaviour from child</li> <li>• Serious physical attack on student or staff</li> <li>• Under the influence of illegal substances</li> <li>• Repeated level of behaviour</li> <li>• Violence towards member of staff</li> <li>• Drug dealing</li> <li>• Use of weapon</li> </ul>	<b><u>Intervention</u></b> <p>Parental interview with Head and/or Deputy Head</p> <ul style="list-style-type: none"> <li>• Risk of fixed term exclusion made clear to student / carer/ LA</li> <li>• Review of Education Plans- ILSP</li> <li>• Daily report to Head or Deputy Head</li> <li>• Involvement of Police</li> <li>• Possible Ed Psych involvement</li> <li>• Referral to – involve external agencies – e.g drug agency</li> <li>• Explore alternative provision  </li> </ul>	<b><u>Suggested Consequences:</u></b> <p>Level 4 behaviours must be supported by incident report. <b>The key worker of the child must be kept informed and involved.</b></p> <ul style="list-style-type: none"> <li>• A Focus meeting must take place involving all relevant staff</li> <li>• Referred for formal meeting with Head or SMT</li> <li>• Behaviour contract, if considered to be appropriate and likely to be effective</li> <li>• On report to Head or SMT– daily basis (a.m. / p.m.)</li> <li>• Meeting with carer, child / LA and Head if appropriate</li> <li>• Potential for permanent exclusion made clear to student / carer/ LA</li> <li>• Police involvement</li> <li>• Permanent exclusion</li> <li>• Further Internal Isolation</li> <li>• Further Fixed Term exclusion</li> </ul>
<b><u>SUGGESTED LANGUAGE</u></b> <p><i>When</i> you have done ..... you will have / be able to.....” <u>Not</u> “<i>If</i> you do ....., you will have / be able to”</p> <p><b><u>Reflective Exercise:</u></b></p> <ul style="list-style-type: none"> <li>• Therapeutic crisis intervention student debrief which is part of the incident report.</li> <li>• The student is encouraged / required to reflect on their behaviour.</li> <li>• The aim of a ‘reflection’ is to diminish the possibility of a recurrence of the behaviour and support the student in aiming for a positive outcome, for example learning a new coping strategy that is pro-social.</li> <li>• This will involve 1:1 time with the staff member where the behaviour occurred, together with additional staff if appropriate at the time</li> <li>• The discussion should take place as soon as reasonable after the inappropriate/anti-social behaviour occurs</li> <li>• The discussion would be better taking place in the student’s own time (i.e. break or lunchtime) rather than in front of the ‘audience’ of the class group – although realistically this might not always be possible, there should be good reasons why the discussion took place in the lesson rather than ‘a quick word’ during lunch break etc</li> <li>• The discussion should only take place if there is the realistic possibility of ‘private’ time for both student and staff member – allowing time and ‘space’ for discussion of what might have triggered the behaviour.</li> <li>• Time taken to discuss and reflect on the behaviour should aim for a positive outcome (e.g. alternative strategies for dealing with the situation that triggered behaviour, discussion of particular anxieties that</li> </ul>		

triggered the behaviour, possible difficulties with work and/or resources, possible difficulties with other students in the group)

- A debrief or meeting sheet should be kept with a copy of the incident report.
- It is imperative that 'visual conversation' techniques are used to assist the child to process the information if this is required to support understanding.
- A plan is put in place with the student as the result of this exercise.

#### **Suggested Strategies to support students modify their behaviour**

- When it does not significantly affect classroom rights, it is best to ignore petty, attention-seeking behaviour.
- If a right to teach, learn or be safe is being significantly infringed, remind the student of the classroom rule e.g. "Jim, you know our rule for..... Please use it."
- Direct the student to appropriate behaviour.
- If a student is ever disruptive during the on-task phase of the lesson, it may be appropriate to direct him/her aside and ask what he or she is doing.
- Remain calm, in general speak quietly and use appropriate assertion. Arguing and anger do not convince.
- Focus clearly on the behaviour which is affecting due rights and the relevant rule or right infringed.
- Expect students to comply.
- Avoid asking "Why?" questions. (Save these for discussion away from the group). Use "What?" questions instead. Ask 'What happened?'.
- avoid attending to the argumentative or procrastinating secondary behaviour (pouting, arms folded and turning away, etc.

1. **Exclusions:** The decision to permanently exclude a student either for a fixed term or on a permanent basis is serious and will normally only be the final step in a range of strategies that have been unsuccessful. Our preference is always to work with parents/carers and the placing authorities to derive strategies to prevent placement break down. In circumstances in which the placement can no longer meet the need, we aim to work with all parties to support a transition to another placement. If a student is given fixed term exclusion, work will be provided where possible for them to complete in the home during their absence from school.
2. **Physical intervention:** As a last resort, restrictive physical intervention may be required to keep a young person safe or to prevent serious harm to people, serious unrest or damage to property. At all times physical intervention is used as an act of care and not punishment. Our staff are fully trained and certificated in PILLARS, in line with the BILD Code of Practice. This helps staff to deal with aggression in a calm way that keeps everyone safe.

#### **5.3.2 Reflection / problem solving /solutions generation with the child/young person**

Following any incident staff is to meet with students after they have return to baseline. Where physical intervention is done, a life space interview is to be conducted with the young person preferably by the staff involved.

- a. Emotional coaching
  - I. Be aware of emotions
  - II. Take opportunities to connect with the child
  - III. Listen to understand not to respond
  - IV. Help the child identify and name their emotions
  - V. Find good solutions
- Redirect children who are making unhelpful choices for what they do, not what they feel.
- When children make these choices, help them to identify their feelings and explain why the choices are inappropriate.
- Encourage emotional expression, but set clear limits on what is acceptable.
- Help children think through possible solutions.
- Progress in small steps should be expected.
- Create situations where children can explore without hearing lots of "don'ts."
- Make an effort to catch children making lots of positive choices and recognise their efforts.
- b. Ensure that any consequence is delivered dispassionately and as a direct result of a decision the child has made. There should very rarely be any reference to previous mistakes as when the policy is applied effectively this will have been measured and actioned accordingly.
- c. Every day must be a fresh start and the child must at all times be given the opportunity to begin again with ownership over how they can avoid such choices again.