Behaviour Policy

Introduction

This policy takes account of:

a) Legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:

- Education and Inspections Act 2006, Section 93.
- Education Act 2002.
- Equality Act 2010.

b) The underpinning values and ethos which are most appropriate for children and young people placed within the Special Academy and/or Alternative Academy, as outlined below.

At Springwell Learning Community our aim is to support pupils in deep behavioural changes over time. This may take several years. In order to make the changes, an enquiry approach to behaviour is essential. Staff working with the pupils need to know the pupils really well, understand the impact of insecure attachment and trauma on behaviour, environment and special needs and use assessment tools such as Boxall Profiling, Thrive or Sensory Screening to implement relevant strategies and review them regularly. By the staff understanding and attuning with the pupil and supporting them to self-regulate through co-regulating with them first, changes to behaviour begin to happen. Intensive work also needs to be completed with the parents to recognise their difficulties and experience of attachment/trauma and support them in responding differently to their child's unmet needs. Interventions to support long term behaviour change include:
Art or play therapy
Sensory regulation exercises
Key worker/mentoring time
Use of therapeutic language
Forest Schools
Brick club (lego based therapeutic interventions)
Relaxation/Yoga/mindfulness
Music interventions

Underpinning Values and Ethos

At Springwell Learning Community we aim to meet the complex needs of our pupils through:

- The provision of a predictable and safe environment, explicitly founded on nurture and attachment principles that promotes security through consistent routines and clear boundaries.
- An unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour.
- The application of *Unconditional Positive Regard* for all pupils, acknowledging and addressing any inappropriate behaviours which may arise by attuning to the pupil and their need and working with them on strategies.
- All inappropriate behaviour is an expression of an unmet need – all staff seek to understand what the behaviour need is and working with the child, introduce strategies to support.
- The provision of an appropriate learning curriculum with carefully-planned learning opportunities including the development of social and emotional aspects of learning.
- The confident and consistent employment of intimacy, warmth, banter and trust as a way to support and engage pupils by connecting in a congruent and caring way.

It is through this pupil-centred and inclusive approach based on positive relationships with adults that pupils will learn to understand, self-regulate and improve their own behaviour, and to build positive relationships their peers and the wider community.

Consequently, all pupils at Springwell Learning Community have the right to:

- Recognition of their unique identity and individual consideration of their needs.
- Be treated with respect and dignity and feel valued members of the learning community.
- Learn and work in a safe environment.

- Be protected from harm, violence, assault and acts of verbal abuse.
- High expectations from all staff and recognition that they all matter equally.
- Learn how to self-regulate.
- Learn how to be restorative.

Furthermore, Springwell Learning Community strives to ensure that:

- Parents, carers, staff and pupils are highly positive about behaviour and safety.
- Parents are supported to use positive strategies with their child in response to negative behaviour.
- Pupils value and wish to contribute to a safe, calm, orderly and positive learning environment.
- Pupils show engagement, respect, courtesy, collaboration and co-operation in and out of lessons, over time, in spite of their starting points.
- Pupils develop excellent, enthusiastic attitudes to learning over time.
- Pupils learn to self-regulate over time, supported by staff who constantly provide positive support.
- Instances of all types of bullying are rare, and that pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring and learn to express their emotions in different ways, with a focus on positive behaviours such as kindness and caring.
- All pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.
- High quality support from highly trained staff and intervention strategies are in place that allow all children the ability to prosper and flourish.

Relationships, Structure, Rules and Routines

Pupils with insecure attachment or who have experienced trauma struggle with rules but establishing firm boundaries is important for them to feel safe. A positive relationship between the adults and child is essential for the child to learn to keep within boundaries over time.

- Rules are more effective when they are positively framed from adults with positive relationships with pupils and used to reinforce and develop desired behaviours.
- Teachers will be responsible for developing class rules in conjunction with their pupils, making it clear to pupils what is expected in their learning environment to keep pupils safe, trust each other and enjoy learning.
- The provision of a safe and predictable learning environment is paramount and all staff are expected to provide clear and regular routines that support the implementation of rules and ensure Maslow's Hierarchy of Needs are met.
- Pupils need to be familiar with the expectations of staff over their behaviour. Therefore consistency and the regular maintenance of high standards is highly important for the child to feel safe.
- Structure and routines are expected to be in place for pupils on arrival at school and throughout the entire day - including lunch – until pupils leave the premises. *

*See the Springwell Learning Framework

Choice and Consequence - Rewarding Positive Behaviour

Pupils who have experienced insecure attachment or trauma are least likely to respond to rewards or consequences and will often sabotage or disregard rewards and if left out of a 'reward trip' feel punished because they cannot meet the behavioural expectations. Rewards therefore have to be used with care so that they do not, by default, become punishments. However, use of rewards can be effective for motivating most pupils with an aim on focusing positive rewards for positive behaviour rather than punishing inappropriate behaviour.

- Behaviour that leads to rewarding consequences are more likely to be repeated for most pupils.
- All staff are actively involved in consistently focusing on rewarding positive behaviour.
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers.
- The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils.

Informal rewards include:

- Smiles/positive eye contact/gestures.
- Targeted praise statements to the pupil or groups of pupils.
- Peer group praise, both spontaneous and planned.
- Direct positive praise home to parents.
- Additional responsibilities.
- Sharing good work and behaviour with peers/adults/senior staff.
- Written comment on work/in books.
- Displaying good work.
- Work towards an activity chosen by the pupil.
- Recognition and celebration of learning and behaviour in assembly.
- Positive praise postcards.

Formal rewards are targeted and individualised according to age and need, and celebrated with the peers and the whole school as appropriate e.g. certificate presentations in assemblies for progress in particular social skills.

A Focus on Restorative Approaches and Strategies to Support Behaviour Change

At Springwell Learning Community, staff intervention to support the regulation of behaviour is clearly based on pupils' level of development, the nature of their disability and circumstances. Subsequently, any "Interventions" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

The types of interventions used across the learning community reflect the individual nature of class groups and pupils. These interventions may include:

- Use of planned support strategies including sensory breaks, calming strategies, mentoring, music, 'safe space'.
- Facial expressions of approval and mood – attuning with the pupil to prevent escalation.
- Verbal and non-verbal communication – as above.
- Systems that promote privileges and rewards.
- Success reminders and praise.
- Assertive and consistent reinforcement of routines and protocols.
- Assertive and consistent use of positive interventions and positive language.
- Consistently modelling the behaviours we wish to see in the pupils.
- Explicitly teaching positive behaviours.
- Employment of assertive and therapeutic language (to influence positive behaviour).
- Restorative conversations and discussions to reflect, repair relationships and positive steps.
- Temporary withdrawal from the learning environment (see "*Use of Quiet Rooms*" policy).
- Pupils remove themselves from a situation which causes anxiety or distress to a location where they can be supported, continually observed until they are ready to resume their usual activities. This "time out" could be time in a quiet area of the classroom or Key Stage, the playground, around the school site, or in the designated "Quiet Room" (s*ee* "*Use of Quiet Rooms" policy).*
- Use a mix of hyper/hypo strategies to help stretch the window of tolerance.

Formal interventions are implemented following due consideration of any incident, the antecedent, context, the pupil's age and needs:
- Restorative Twilights: following consultation with parents/carers, pupils may be brought back to school after normal school hours for an agreed period of time for reflection and reparation of relationships using restorative processes and to catch up work missed.
- Exclusion: following consultation with parents/carers, pupils may be excluded from school for more serious or persistent incidents of unwanted behaviour *(refer to "Exclusion Procedures – Summary of Guidance" policy).* This would be used in exceptional circumstances as a Restorative Approach which underpins the culture, ethos and values of the school.

The Engagement/Care Team

The Engagement/Care Team are based on the Springwell Special Academy site and have specific responsibility for the care of pupils who are struggling to access learning. The Engagement/Care Team Leader directs the team to support staff both in and out of the classroom with specialist behaviour management.

The Engagement/Care Team have clear aims:

- To support staff in dealing with those pupils that are struggling to access learning.
- To care for the needs of pupils who are unable to access learning.
- To use specialist techniques of de-escalation, deflection and reparation in order to reduce the loss of learning time to a minimum.
- To provide authentic care for all pupils based on unconditional positive regard taking into account individual pupil needs, disabilities and vulnerabilities.
- To provide specialist advice and guidance for staff on all aspects of behaviour management including positive handling.

- To keep clear and accurate data records on incidents that can be used to inform intervention and behaviour planning.
- To develop individual behaviour plans in conjunction with staff, pupils and parents.

Staff Support Systems

Within the Springwell Learning Community we strive to create a safe learning environment and promote positive behaviours and minimise the risk of incidents that may require interventions.

The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – all staff are trained in skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives.

In exceptional circumstances, staff may need to take action where the use of reasonable and proportional force using Team Teach handling techniques may be required.

To this end, all staff clearly understand their responsibilities in the context of their duty of care in taking appropriate approaches to promoting and celebrating positive behaviour. Staff are supported in doing so through on-going CPD that promotes UPR and nurture principles, and provides them with appropriate strategies and techniques to more effectively manage unwanted behaviours should they arise.

For de-escalation and diffusion strategies and procedures using the Team Teach approach, refer to the "Use of Force..."/ "Use of Quiet Rooms" policies.

At Springwell Learning Community, staff share and discuss in a professional, positive, supportive and developmental atmosphere e.g. through directed meetings:

- When a pupil's behaviour is difficult it is a problem to be shared.
- All interventions focusing on trying to change the behaviour and/or teaching the pupil / alternative ways of behaving or responding to a situation.
- Support in analysing behaviour and in producing, implementing and reviewing Positive Handling Plans.
- Systems for getting help quickly from outside the classroom e.g. SLT and/or Care Team support.
- The Alternative Academy request support using the internal phone system. The first point of contact should be a member of SLT if available, if not the Pastoral Support Manager or Care Team Leader based at the Special Academy site should be contacted.

If a member of staff has had a particularly difficult day with a group or an individual pupil they are encouraged to reflect this within their mini-teams and there is an opportunity to talk through the experience with a member of SLT or members of the Engagement/Care Team. In addition one of our Art Therapists offers a weekly session to staff after school where they can discuss and reflect upon incidents.
There are also further opportunities to support staff dealing with pressure and stress through:

- Opportunities for staff social occasions.
- Tea and coffee provided free of charge for all staff.
- Weekly opportunity for voluntary supervision from a school therapist.
- As part of the well-being approach, all staff leave school at 3pm on Fridays.
- Further training opportunities identified through school development planning and individual needs analysis e.g. behaviour management, assertiveness training, restraint training/updates.

Incidents where malicious accusations against school staff have been made will be investigated and appropriate action taken.

Support Systems for Parents

In addition to involving our parents at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:

- Parent Support Advisor.
- Attendance Officer.
- Parenting Support Programmes and other voluntary parenting skills courses.
- Education Welfare Officer.
- Family Learning Days.

If a pupil or parent feels that the measures in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure. *(Refer to school complaints procedure).*

Support Systems for Pupils

In addition to regular teaching and learning about positive behaviour and regular attendance underpinned by a nurture approach, the school provides the following support to pupils:

- Use of EHA process.
- Liaison with parents/carers, previous schools, outside agencies and services.
- Regular pastoral reviews to identify pupils most at risk, included as part of any regular academic progress reviews.
- The delivery of an exciting and innovative curriculum underpinned by SEAL approaches.
- Regular contact with parents to inform them of progress being made by their child and with regard to the celebration of achievement and behavioural achievements.
- Contact with parents on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration.
- Contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation.
- Referrals for specialist advice from agencies linked to the school via the Parent Support Advisor.
- Engagement/Care Team support.
- Peer support and buddy schemes.
- Parents/carers consultations and family sessions.
- Access to therapeutic intervention.
- Where appropriate, a Key Worker is allocated to assist with the behaviour management of identified pupils.

Monitoring and Evaluation

Within Springwell Learning Community behavioural data is gathered consistently and analysed to inform trends and strategic development:

- Incident and behaviour data from the Engagement/Care Team.
- Data from twilight's restorative sessions and exclusions.
- Weekly Key Stage pastoral meetings to monitor and plan further invention.
- Weekly safeguarding and attendance meetings.
- Weekly pupil progress meeting with individual Alternative Academy Teachers.

This policy should be read in conjunction with the schools:

- Child Protection Policy
- Use of Force to Control or Restrain Policy
- Equality and Diversity Policy
- Anti-Bullying Policy

Related Guidance:

- Keeping Children Safe in Education 2016
  https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- Behaviour and Discipline in Schools
  https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools
- Preventing and Tackling Bullying/Cyber Bullying Advice for Teachers.
  https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- Mental Health and Behavior in Schools
  https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Legislative Links

- Education Act 1996
  https://www.legislation.gov.uk/ukpga/1996/56/contents
- School Standards and Framework Act
  http://www.legislation.gov.uk/ukpga/1998/31/contents
- Education Act 2002
  https://www.legislation.gov.uk/ukpga/2002/32/contents
- Education and Inspections Act 2006
  https://www.legislation.gov.uk/ukpga/2006/40/contents
- Education Act 2011
  http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted