

School for Inspiring Talents

Policy Focus	Behaviour Policy
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Owner/Lead	Executive Principal

School Aim

Our overall goal is to enable young people to 'be the best they can be' and to reach it we will use concepts and best practice in learning, neuroscience, emotional well-being, child development and coaching.

Our aims are to:

- *Meet the previously unmet needs of young people and enable learning and employment.*
- *Provide positive interventions into barriers to learning and negative family or intergenerational life cycles.*
- *Contribute to community and social change.*
- *Reduce costs to society in terms of both social and economic benefits.*

Statement of Intent for this Policy

We want all students and their families to feel welcome and involved at School for Inspiring Talents (SfIT). We expect high standards from our students in terms of work and behaviour. We are strongly committed to equal opportunities and believe that every member of the school community has the right to be able to work and learn in a secure, safe and happy environment, to support them to be "the best they can be"

Each student has the right to expect support and action if their happiness or safety is threatened.

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Section 1

Definition of SEMH

Social, Emotional, Mental Health also known as SEMH, BESD, EBD or EBD, is an umbrella term to describe a range of complex and chronic difficulties experienced by many children and young people.

The special education needs (SEND) code of practice describes SEMH as a learning difficulty where children and young people demonstrate features of emotional and behavioural difficulties such as:

- Being withdrawn or isolated
- Displaying a disruptive and disturbing nature
- Being hyperactive and lacking concentration
- Having immature social skills
- Presenting challenging behaviours arising from other complex special needs

The term Social, Emotional, Mental Health (SEMH) covers a wide range of special educational needs where responses of an individual are so different from generally accepted norms, that they adversely affect that student's performance. SEMH includes children and young people with emotional disorders and conduct disorders/hyperkinetic disorders - including attention deficit disorder of (ADD/ADHD). SEMH also covers children and young people whose behavioural difficulties may be less obvious. For example - those with anxiety, who self-harm, have school phobia or depression and those whose behaviour or emotional wellbeing are seen to be deteriorating.

Children who suffer from SEMH struggle to overcome trust issues which makes forming relationships with peers and adults incredibly hard. The nature of SEMH means that those who suffer from it face barriers in their educational and social development, and as such, in legislative terms, are classed as having 'learning difficulties'.

Learning difficulties can arise for children and young people with SEMH because their difficulties can affect their ability to cope with school routines and relationships. Students with SEMH cover the full range of ability; however, their difficulties are likely to be a barrier to learning. Learning difficulties and behaviour difficulties are often in a two-way relationship with each other.

For some students, behaviour problems may frustrate access to the curriculum, for example if aggressive behaviour leads to exclusion from some classroom activities or from the school. For others, a learning difficulty may lead to or worsen behavioural and emotional difficulties, for example, a child who has difficulty in grasping the basics of literacy or numeracy may withdraw from lessons or try to divert attention away from the learning difficulty by disruptive behaviour.

Section 2

Rationale, Aims and Objectives of this Policy

Rationale

By having a whole school holistic approach and positive attitude we manage behaviour in a fair and consistent way tailored to the individual's specific needs and circumstances.

Good behaviour has to be worked at, it does not simply happen. All members of staff have a corporate responsibility for promoting positive behaviour and any action taken will be reasonable, timely and proportionate and tailored to our students' individual needs.

We believe behaviour is a form of communication and often reflects a communication of unmet need.

Aims

- To promote a positive approach to behaviour management through encouraging students to share the responsibility for creating a safe, happy, stimulating and inclusive learning and social environment, based on a culture of respect and underpinned by the school's ethos and values.
- To encourage students to respect themselves, others, their school and their community.
- To provide opportunities for students' emotional, physical, social and academic growth so that each student can 'be the best they can be'.

See Appendix 1 – 10 Principles of Good Behaviour Management

Section 3

Statutory/Strategic Basis

We have a duty to make reasonable adjustments to environments, policies and procedures in accordance with the statute below to ensure that a behavioural difficulty does not unnecessarily restrict opportunities.

Education Act 2011

Equality Act 2010

Special educational needs and disability code of practice: 0-25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities (January 2016)

Disability Discrimination Act 1995

Disability Discrimination Order 2006

Autism Act 2011

Behaviour and discipline in schools

Advice for headteachers and school staff (January 2016)

Getting the simple things right:

Charlie Taylor's behaviour checklists (2011)

Use of Reasonable Force (DfE 2013)

Advice for headteachers, staff and governing bodies

Copies of all this advice and guidance can be found at the following web address;

<http://www.education.gov.uk/schools/studentsupport/behaviour/behaviourpolicies>

Section 4

Procedures & Protocols: What does this mean we do in Practice?

Behaviour Leadership/Management

Behaviour Specialist

The Behaviour Specialist is a member of the Multi-Disciplinary Team which consists of experts in the field of neuroscience, attachment theory, child development, behaviour therapy and family work, supporting our students to develop the skills, courage and confidence to make positive choices through individual coaching, therapeutic support and group work to help students improve their life chances. Provision mapping is planned by this team for group and individual interventions.

Tutors

Tutors support the behavioural, emotional and social development of a small family grouping of students through therapeutic activities, circle time and supporting students with upset and conflict resolution.

Behaviour Care Plans and Behaviour Risk Assessments

All students have a Behaviour Care Plan and a Behaviour Risk Assessment which are retained on SchoolPod. These are working documents which are constantly updated with the changing needs of individual students.

School Rules

At the beginning of each academic year a school charter, contract or code of conduct will be drawn up. These will form the 'High Five'.

The key features (taken from Setting expectations and teaching positive behaviour)

Rules

- Rules are linked to agreed rights and responsibilities, sometimes expressed through a charter.
- There will be a maximum of five rules.
- Rules should positive wording – what we want to see, not what we do not want.
- They should be clear and succinct.
- They should be discussed with and agreed by the students.

School charters/contracts/rules will be displayed in all areas with photographs of each student included. Students will sign the agreement and copies will be sent home with a photograph of that student on.

Reward System

See Appendix 2

Consequences

Students need to be encouraged and supported to make choices about their behaviour and take responsibility for their actions. Choices will be guided by their responsibilities and will lead to positive or negative consequences according to their choice. Students will know the consequence of a sensible or inadvisable choices. Responsible choices will lead to positive consequences, whilst, if students choose to behave in an unacceptable manner there will be known negative consequences.

Consequences occur when necessary and as appropriate to the student, the circumstances and the behaviour that has taken place.

Physical contact between staff and students

Physical contact may be misconstrued by a student, parent/carer or observer. Touching students, including well intentioned gestures such as putting a hand on a shoulder, can, if repeated regularly, lead to serious questions being raised. As a general principle staff must not make gratuitous physical contact with their students. It is particularly unwise to attribute touching to their teaching style or as a way of relating to students. Teachers and other staff do have however have the right to use reasonable physical force to restrain students in certain circumstances.

Any form of physical punishment of students is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school.

Where physical contact may be acceptable

There may be occasions where a distressed student needs comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same student over a period of time. Where a member of staff has particular concern about the need to provide this type of care and reassurance they should seek the advice of the principal.

Some staff are likely to come into physical contact with students from time to time in the course of their duties. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.

The use of reasonable force

At SflT we continually strive to create a calm, caring atmosphere that minimises the occurrence of incidents where physical intervention may be necessary.

Staff should at all times seek to de-escalate and demonstrate that they are able to remain calm even when provoked or challenged.

When considering the use of a restrictive physical intervention, two principles of care for young people need to be taken into account:

- The duty of a member of staff to care for and protect the young person
- The rights and liberties of that young person

A policy framework cannot give guidance for every situation in which a physical intervention might be necessary. The judgement of staff remains critical at all times. Staff need to be aware of this policy when making professional judgements.

Wherever possible assistance should be sought from the Executive Principal or Head of School before attempting to physically intervene with a child. Where this is not possible staff involved should come to an agreement that physical intervention is in the student's best interest before intervening.

At SflT we use MAPA.

MAPA

The **M**anagement of **A**ctual or **P**otential **A**ggression

Underpinning Values and Philosophy: Care, Welfare, Safety and Security

Care

Demonstrating respect, dignity, and empathy; providing support in a non-judgemental and person-centred way.

Welfare

Providing emotional and physical support; acting in the person's best interests in order to promote independence, choice and well-being

Safety

Protecting rights, safeguarding; reducing or managing risk to minimise injury or harm.

Security

Maintaining safe, effective, harmonious and therapeutic relationships that rely on collaboration.

The key themes of MAPA for using an RPI (Restrictive Physical Intervention):

- last resort
- reasonable and proportionate
- least restrictive for least amount of time
- minimise injury, no pain compliance
- reduce use, prevent misuse and abuse

Such action always needs to be in the best interest of the student.

Following an RPI

Staff and students will be de-briefed and parents/carers informed.

Student

Physical interventions can be stressful to all parties involved. Once the situation has calmed down and the young person has regained his/her composure, it is important to explain why a physical intervention was used. This should happen as soon as possible after the incident.

Parents/carers should be informed as soon as possible if a physical intervention incident has involved their child.

Staff

Staff should be given the opportunity to have a period of time to reflect on the incident, if they require it. Senior staff will arrange for a support session for any member of staff involved if this is asked for or deemed appropriate.

Executive Principal & Head of School(s)

Any RPI must be reported to the 0-25 Team within 72 hours. Staff involved will complete an 'Incident Report Form' or a 'Witness Statement' depending on their involvement. These need to be emailed to the LBS as soon as possible after the incident and before the end of the day.

The Executive Principal will discuss with all staff in the afternoon debrief, should any follow up action need to be taken, including updating Behaviour Care Plans and Behaviour Risk Assessments where deemed appropriate.

Parents/Carers

Parents/carers will be notified of any RPI on the day that it occurs by phone and/or Class Dojo.

Right to Search

The Executive Principal, only has the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that students may have a prohibited item. Any searches will be conducted in the presence of a witness.

- Prohibited items are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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 the property of, any person (including the student)

The Executive Principal can also search for any item banned by the school rules which have been identified in the rules as an item which may be searched for.

Exclusions

In exceptional circumstances it may be necessary to exclude a student from school. When this happens the most recent version of Devon's and Torbay's Guidance will be followed.

Exclusion may be fixed term or permanent. It is the principal's responsibility to decide whether a student should be excluded.

Section 4

Implications for Staff

Adults in school will be responsible for:

Teaching the behaviours that will enable students to be the best they can be
 Making this teaching explicit rather than implicit
 Making time for this explicit teaching a priority
 Use a range of approaches - pictures, photographs, physical rehearsal
 Helping students to understand the idea of learning behaviours
 Planning for regular reinforcement

Students have the right to:	Adults in school have the right to:
Be treated with respect; Be safe; Learn; Be listened to Be the best they can be	Be able to teach and support learning without hindrance; Feel safe; Be supported by colleagues; Be listened to Be the best they can be
Students have the responsibility to:	Adults in school have the responsibility to:
Be willing to learn Allow others to learn Cooperate with staff and peers Be the best they can be	Enable all students to learn Encourage, reinforce and celebrate desired behaviour Treat students with respect Create a positive classroom environment in which student feel safe and able to learn Be the best they can be

All adults will do all they can to avoid:

- humiliating as it breeds resentment
- shouting as it diminishes you
- over reacting as the problem grows with you
- blanket punishments as the innocent will resent them
- over punishments never punish what you cannot prove
- sarcasm as it damages you

Adults will never leave students unsupervised.

Seek help if you need it and do all you can to:

- use humour as it builds bridges
- keep calm as it reduces tension
- listen as it earns respect
- be positive and build relationships

Staff Code of Conduct

All staff have responsibility for setting a good example with regard to behaviour, work ethic and showing respect to others. We must have high expectations and apply policies and procedures firmly, fairly and consistently.

See Code of Conduct for all staff

Section 5

Implications For Students

Students have the right to:	Adults in school have the right to:
Be treated with respect; Be safe; Learn; Be listened to Be the best they can be	Be able to teach and support learning without hindrance; Feel safe; Be supported by colleagues; Be listened to Be the best they can be

Students have the responsibility to:	Adults in school have the responsibility to:
Be willing to learn Allow others to learn Cooperate with staff and peers Be the best they can be	Enable all students to learn Encourage, reinforce and celebrate desired behaviour Treat students with respect Create a positive classroom environment in which student feel safe and able to learn Be the best they can be

Section 6

Implications for Parents/Carers

At SfIT we give high priority to working in partnership with parents and carers who have a vital role in promoting and maintaining positive behaviour in school; therefore, home/school communication and cooperation is vital.

The school expects parents and carers to give their full support in dealing with their child's behaviour.

We ask parents/carers to:

- Keep us informed of behaviour difficulties they may be experiencing at home
- Inform us of any trauma which may affect their child's behaviour in school
- Inform us about their child's health and any absences connected with it
- Ensure their child arrives at school on time and wears school uniform
- Attend any meetings relating to their child

Section 6

Implications for Directors

School for Inspiring Talents has a Board of Directors (BoD) whose legal responsibility it is to make sure that the school has an effective Behaviour Policy in place and monitors compliance with its implementation.

The BoD should also ensure that the policy is made available to parents and carers if requested and is on the school website. They will make sure the policy is reviewed in line with the review schedule or as new legislation/guidance emerges.

The BoD has a discrete role in the event of exclusions.

Section 7

Resources Relevant To This Policy

Section 8

Monitoring: Compliance/Consistency/Impact

Monitoring of the **consistent implementation** of this policy will be through:

- ↵ Self-evaluation by all staff
- ↵ Briefing and debriefing discussions
- ↵ Feedback from Students
- ↵ Learning Walk Observations
- ↵ Board of Directors Observations
- ↵ School 'SIP' observations/reviews
- ↵ Monitoring of Contact Logs and Incident Forms

Monitoring of the **impact** of this policy will be through:

- ↵ Weekly review of Behaviour/Incident Logs
- ↵ Student 1:1 s
- ↵ School 'SIP' observations/reviews
- ↵ Briefing and debriefing discussions
- ↵ Learning Walk Observations

Section 9

Relevant Data Sets/Metrics

Behaviour/ Incident Logs
Rewards Records
Weekly Reward chart

Section 10

Other Comments

The Behaviour Policy of our school has to be in line with the values and therapeutic approaches we espouse.

If our vision of what education and the learning process for the students who meet the SflT 'eligibility' criteria of needs is accurate then the Behaviour Policy should be very much in the background as our therapeutic and restorative model will enable students to enjoy their time in school and they will be willingly eager to work towards their goals.

It is this outcome that we are striving for and if it's not secure then we must re-examine our methodologies and consistency of approach. The implementation of an effective Behaviour Policy is ultimately the responsibility of all the stakeholders in the school system – the students, staff, parents and governors.

This policy sits within the umbrella of our Wellbeing Framework:

- ↵ Safeguarding Policy
- ↵ Anti-Bullying Policy
- ↵ Equalities Policy
- ↵ PSHE Curriculum

Appendix 1

10 Principles for Good Behaviour Management

All staff will follow the 10 principles for good behaviour management.

1) Teachers will clarify the common rights, rules and responsibilities at the classroom level, and the general duty of care.

2) The school's rights-responsibilities-routines code forms the basis of all behaviour management and discipline.

Everyone has the right to:

- Feel safe
- Learn to the best of their ability
- Be treated with dignity and respect

3) Minimise unnecessary confrontation when managing student

- No sarcasm
- No humiliation
- No put downs

4) Use positive corrective practice wherever possible

- Plan corrective language
- Least to most intrusive – including body language and personal space
- Allow take up time

5) Keep the focus on the primary behaviour. Avoid argument.

- Tactically ignore the nonverbal secondary behaviour
- Keep the focus on the primary issue
- Avoid argument
- Refocus the secondary dialogue

6) Invite, model and expect respect.

- Separate the behaviour from the person
- Allow the consequences to do the teaching
- Use private rather than public reprimands, whenever possible
- Take students aside to focus on what they should be doing
- Avoid holding grudges
- Re-establish the relationships after correction

7) Utilise related and reasonable consequences

- Consequences can be related or deferred
- Emphasise the relatedness of the behaviour and the consequence
- Emphasise certainty rather than severity

8) Actively promote, teach and support positive behaviour.

- Acknowledge students who are behaving responsibly
- Use positive classroom rules
- Give regular encouragement, verbal and non-verbal

9) Have a clear, school wide, agreement on the reasons for and the use of time out.

10) Build, promote and utilise a united approach to behaviour management.

Appendix 2

Rewards

- Smile and praise. Praise should be explicit so the student knows exactly what it is they are being praised for.
- Share work/behaviour with another adult and/or the rest of the group.
- Share work/behaviour with the principal.

Empowering Positive Behaviour Reward Scheme

SfIT has a whole school reward scheme which is student centred and focused on empowering positive behaviour.

Although all students take part in the same reward scheme, the reward scheme is differentiated so that all students are able to participate and succeed. For maximum impact our reward scheme is made up of several rewarding factors and is heavily influenced by student voice.

At the beginning of a term Students collectively will devise and agree on three possible rewards they would like as the overall reward, which they will receive at the end of the reward scheme.

Students will discuss with their tutor SMART targets (Specific, Measureable, Agreed upon, realistic, time-based) which will be their main focus and will be reviewed weekly. Students then are provided with individual weekly reward charts which display their chosen SMART target and monitor their attitude to learning as well as attainment in lessons, which is recorded by a traffic light system.

<u>Attitude to Learning</u>		<u>Attainment</u>	
Red	Distruptive Behaviour/removed from classroom	Red	No learning has taken place
Amber	low level disruption/some use of strategies	Amber	Some learning has taken place
Green	positive attitude/ successful use of strategies	Green	Successful learning has taken place

(Students will deliberate and devise what is expected of them to achieve red, amber and green for attainment and attitude)

At the end of every session students will discuss with the lead learner what colour they have achieved in that lesson for their attitude and for their learning. Clearly explaining what the student has achieved before stamping the students reward charts with the corresponding colour. This will also be recorded on School Pod.

Students should aim to achieve double green in every session. To encourage this, students will receive a reward token in Tutor time at the end of the day for every double green they have achieved that day. Students will use these tokens to select which overall reward they would like to achieve at the end of the reward scheme.

Students who achieve 50% or more double green sessions each day will receive a weekly limited addition positive postcard from the executive Principal congratulating them on their weekly success. Students should aim to receive all 6 limited addition postcards each week.

At the end of the reward scheme students will all receive a certificate congratulating them for taking part in the reward scheme.

These certificates will be star ranked: -  40% or less double green sessions achieved



41% -70% double green sessions achieved

71%-100% double green sessions achieved

Students who achieved 41% or more will take part in the overall reward which has received the most reward tokens over the weeks of which the reward scheme has run.

SfIT empowering reward scheme fundamentals will remain the same and consistent, however, will have a new and engaging new theme every half term.

Award Chart

Each student has an 'Award Chart'.

Students will be given an award for learning or behaviour that is exceptional for them individually. These will be recorded on their award chart. Each award will be dated and signed with an explicit reason for it being given. Stickers may also be given to the student should they so wish.

Before the student has completed the last line on the award chart an appointment will be arranged with the Principal to discuss what reward they would like on completion.

Consequences

Warning from adult – specific and related to behaviour.

Moved away from other students within the classroom

Sitting/working away from others.

Cool-off time in the classroom.

Cool-off time out of the classroom (use of safe room). Any significant periods of time spent out of the classroom are recorded on SchoolPod

Where appropriate there may be deferred consequences.

Consequences occur when necessary and as appropriate to the student, the circumstances and the behaviour that has taken place.

Students who are repeatedly receiving negative consequences for unacceptable behaviour will have their parents/carers invited into school to discuss the problem. This may result in a behaviour contract being drawn up and agreed by all parties.

