Behaviour for Learning Policy

Date Reviewed:	November 2021
Review Frequency:	Every 3 years
Date of next review:	November 2024
Governor Signature:	

1. Introduction

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

It is a primary aim of our school that every pupil and adult feels valued and respected, and that relationships are positive. We know that pupils do best when they feel safe and when they have the nurture and structure they need to develop new skills and abilities.

We believe in **'Unconditional Positive Regard'** and we use our knowledge and understanding of the way children and young people develop a **neurobiological regulation system** in order to support them to develop their behaviour for learning.

We know that having **high expectations** of pupils and staff develops a sense of belonging and pride in our school and helps achieve the very best outcomes for pupils.

Our pupils at times, may be affected by other factors in their lives and we know that providing the very best pastoral support to pupils and early help to families where required can support pupils to overcome any barriers they may have to developing the very best behaviour at school and skills for the future.

Our staff understand that behaviour **is** communication and we invest time in tracking and observing pupils and behaviour in order to identify issues and patterns, responding swiftly as appropriate.

We aim to work in partnership with the whole community to encourage and promote the appropriate behaviour of pupils both within and outside the classroom. To achieve high expectations it is important that pupils understand and are supported in the acquisition of behaviour skills that support learning. It is understood that there is a shared responsibility within the school for the successful management of Behaviour for Learning.

This policy should be read in conjunction with our **Pastoral Strategy** (Appendix A), and our Safeguarding and Child Protection policy.

2. Aims

- To develop and sustain a positive culture in both learning and teaching
- To provide a welcoming, safe and secure teaching and learning environment that is both calm and orderly, for the whole school community
- To model and expect a set of preferred behaviours based on trust and mutual respect
- To support pupils in accepting responsibility of their own behaviour by developing their ability to regulate their emotions and reflect on their own actions

- To promote restorative approaches when any incidents of poor behaviour occur
- To provide opportunities for success which raise self-esteem and promote learning
- To build a supportive dialogue between pupils, staff and parents

3. Implementation, Monitoring and Review

- The area management group will ensure that this policy is reviewed and updated on a 3 year cycle or sooner if necessary
- The senior leadership team will support and implement this policy ensuring that all staff, pupils and parents have access to and understand it. The SLT will also produce data for scrutiny on behaviour, sanctions and fixed-term exclusions across the school and throughout the year
- Pastoral leads in each centre will be responsible for implementing and monitoring behaviour and recording incidents in order to note patterns and identify issues at the earliest opportunity
- All staff celebrate good and improving behaviours, and inappropriate behaviours are challenged with appropriate sanctions in place and more comprehensive plans should these be necessary
- All staff will respond calmly and consistently to any challenging behaviour and seek support from colleagues should this be required under our 'help protocol'

4. Core Expectations of all pupils

Be Safe

(We must keep all the pupils, the adults and our school safe at all times)

Have a mind to be kind

(Everyone deserves to be treated respectfully and with kindness)

Always try your best

(This is how to get the very best out of your time with us)

You can show you are ready for learning by;

- Handing in phones or other devices
- Wearing a school uniform at all times
- Being in lessons and trying hard
- Not bringing smoking materials (or anything prohibited) to school

The school also expects pupils to:

- Accept responsibility for their own actions and understand that sanctions are a natural consequence of inappropriate behaviours
- Accept responsibility for attendance and punctuality
- Develop autonomous learning
- Show respect and consideration for themselves and others

5. Core expectations of all staff

We will…..

- Believe in pupils, always
- Keep pupils safe
- Help pupils learn
- Listen to pupils
- Let pupils know when things are not ok and help them to find a better way
- Keep to a routine that everyone understands

The school also expects staff to:

- Set work that is interesting, relevant and appropriate to pupils' abilities
- Maintain high expectations of pupils
- Recognise and reward positive behaviour through verbal and written praise, certificates and celebrations with parents.
- Model appropriate behaviour
- Provide positive feedback about pupils' efforts and achievement
- Treat pupils with fairness and respect at all times
- Share achievements with parents and advise on next steps and emotional learning for pupils
- Share THRIVE targets and activities with pupils so they develop self-awareness of their emotional development
- Provide a creative and therapeutic curriculum that harnesses the positive effects of relational experience

6. Working with parents and carers

The school expects parents and carers to:

- Support the SSPS policy on attendance and punctuality by notifying the school of any absences or lateness
- Support their children to be punctual and improve attendance
- Engage with the school to support their children to experience success and re-engage with learning
- Work pro-actively with other agencies supporting their child
- Notify the school of any factors which may affect the behaviour of their child
- Support their child by attending reviews, open days and other meetings
- Be aware of and support the SSPS Behaviour Policy

7. Barriers to learning

Behaviours that stop pupils doing well and could result in sanctions:

- Verbal or physical abuse of staff
- Bullying and Peer on Peer abuse – physical, verbal, emotional, including on-line bullying which impacts on the learning and well-being of pupils
- Sexual harassment of any kind
- Prejudice or hate incident on grounds of race, age, gender, sexuality, disability or any other characteristic
- Carrying an offensive weapon
- Deliberate damage or theft of property (which could result in a charge)
- Smoking in or around the building (See Smoking Policy)
- Use or sale of tobacco, alcohol or other mood changing drugs (See Drugs Policy)
- Refusing to leave the premises when asked

8. Peer on Peer Abuse

Our school is committed to meeting our responsibilities under the Equality Act 2010 that requires all schools to have due regard for the need to eliminate discrimination, foster good relations between pupils and advance equality of opportunity for all. This guidance for staff should be read in conjunction with our child protection and safeguarding policy, and our Equality Objectives.

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'
DFE Preventing and tackling Bullying, July 2017

Any abuse of pupils will be taken seriously and reported to the DSL in the school as a safeguarding matter. We do not tolerate prejudice in our school and we uphold the highest standards of respect for others at all times. We will actively teach our pupils about diversity and the richness of our community, and we will ask colleagues in other agencies to support us with this where necessary.

8.1 Managing allegations against pupils

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a safeguarding concern and passed to the designated safeguarding lead immediately.
If school staff feel that an offence may have been committed they should seek assistance from the DSL who will seek advice from the police.
If a bullying concern is identified, parents will always be informed and staff will record the incident using a high level incident form and report to the DSL as necessary.

Pupils who are being bullied may show changes in behaviour, appearance or attendance. There may be evidence of changes in work patterns, lacking concentration or truanting. All staff will be vigilant to any changes and report this if they have any concerns.

Any allegations may be monitored over time and any patterns will be identified. Key staff will be made aware of any issues so that appropriate adjustments can be made in order to protect pupils further.

8.2 Sexual Violence, harassment and sexually harmful behaviour

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Any allegations of sexually harmful behaviours either in person or online should be reported to the DSL as a safeguarding and welfare concern. The DSL will assess the concern and pass on to statutory services if there is evidence of significant harm or a criminal offence has been committed.

A sexual harmful behaviour risk assessment may be completed and an action plan put into place. We will use the following guidance and tools when working with sexually harmful behaviour and consult specialist services as necessary. Please also see our safeguarding and child protection policy.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf
https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool

8.3 Racist incidents

All incidents of racist abuse towards pupils or staff will also be reported to the DSL and the LA via the racist incident reporting form. The police may be contacted and or other organisations may be asked to support with any particular issues regarding racism in our school.

8.4 Support

Pupils who have been bullied by a peer will be offered:

- an immediate opportunity to discuss the experience with their personal tutor or member of staff of their choice
- reassurance that the matter will be dealt with and taken seriously
- support from key staff to regain confidence and self-esteem

Pupils who have bullied a peer will be offered:

- an immediate opportunity to discuss the experience with their personal tutor or member of staff of their choice

- dedicated time to reflect on choices made and ways to repair relationships with others
- restorative approaches as necessary
- access to further support, guidance and specific teaching as necessary and/or referral to other agencies

The following disciplinary steps can be taken:

- official warnings (verbal or written)
- change of teaching venue
- minor fixed-term exclusion
- major fixed-term exclusion
- change of placement/ package review (see SEMH step-up tool)

Within the curriculum all teaching staff will raise the awareness of the nature of bullying through inclusion in PSHE, tutorial time and subject areas. Online safety will be covered on a regular basis during discrete and integrated teaching sessions.

8.5 Beyond the school gate

Our school will also consider whether or not to apply sanctions where a child is found to have, or is reported to have engaged in poor behaviour outside of school. We will liaise with our multi-agency colleagues at the earliest opportunity in order to reduce anti-social behaviour and be an active part of the approaches by the police and others to support the development of positive behaviour in the community.

This includes any bad behaviour when the child is:
- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or or poses a threat to another pupil or member of the public
- that which could adversely affect the reputation of the school

10. Training and CPD

Our school delivers regular CPD for staff in supporting positive behaviour and understanding the context of behaviours and emotional learning.

Many SSPS staff are 'Team Teach' trained which focuses on de-escalation, however where pupils present a danger to the building, themselves or other members of the school community safe restraint may be used in exceptional circumstances. Please see our safe touch and RPI policy for more information.

We use the THRIVE approach in our school and this enables us to assess, plan for and develop the emotional skills of our children and young people. This approach

requires us to use the PLACE qualities (Dan Hughes) which enable us to show a playful, loving, accepting, curious and empathic response to pupils. We also employ the vital relational functions as described by THRIVE in order to support pupils at school (Attunement, Validation, containment, calm and soothe) This helps to de-escalate stressful situations for pupils and gives our staff a clear framework to use.

11. Sanctions and Rewards

In line with our pastoral strategy, we employ rewards and sanctions in our school and pupils, parents and staff are consulted on these on a regular basis.

11.1 Rewards

When pupils consistently meet expectations they are rewarded through a point system. Reward events are planned and delivered on a regular basis when pupils meet our core points target for them. Each pupil has a points booklet and these are recorded in throughout the day and shared with staff and parents weekly. This system is wholly positive and points cannot be removed or revoked. The emphasis for all pupils is on 'earning' a reward trip or event.

We do not reward pupils with material, monetary rewards or food. We know that emotional skills are best developed in relational activities and these are planned to meet the needs of pupils and build positive relationships.

11.2 Response and Sanctions

We expect all pupils to engage in the **'Time in to Think' (Appendix B)** process following a serious incident of poor behaviour or a persistent occurrence of low-level disruption. This is an opportunity for reflection and planning with a key member of staff in order to improve the situation and prevent recurrence.

If there are further incidents that cause concern, we will follow the '**SEMH step-up tool'(Appendix C)** in order to make further provision for the needs of the child.

Individual safety plans or positive handling plans may be written in line with the needs of the child in order to outline specific planned interventions and strategies to support the child.

11.3 Serious or criminal behaviour

In extreme circumstances, or after the SEMH step-up tool has been followed we may use a fixed-term exclusion or change of package to support a pupil.

In all instances, the senior leadership team will be involved to work with the pupil, parents and staff team in order to achieve the best possible outcome for the pupil. This may also involve instigating Early Help processes and/ or referral to other agencies as appropriate.

On rare occasions, and /or following incidents of damage to school property, the police will be informed and the school will seek to charge any pupil who willfully damages the school building or property within. Any incidents of damage will be dealt with by warning, letter and nominal charge, full recharge of costs and/ or criminal damage charges.

Any assault on our staff will be taken very seriously and every staff member has the right to report this to the police should they wish to do so.

Any other serious or criminal incident involving drugs, weapons or any other criminal activity or that which seriously jeopardises the health and safety of students and staff will be dealt with seriously and swiftly. All such incidents will be referred to the Headteacher as soon as possible and the AMG will be informed if this is appropriate.

12. Searching and Confiscation

In line with DfE guidance, there are a number of prohibited items that are not allowed on school premises. https://www.gov.uk/government/publications/searching-screening-and-confiscation

All staff will ask pupils on entry if they are carrying anything they should not be. Pupils may be asked to comply with a bag search and to turn out their pockets at any time. If staff believe that a pupil is carrying any prohibited item and refusing to hand it in, they will refuse that pupil entry to lessons and contact parents or carers. The police may be called if staff believe a criminal offence has occurred. Please also see our Drugs policy.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf

Similarly, should pupils be found to have used a phone or other mobile device inappropriately, they may be banned from having any such device on school premises. This includes having used a device to share sexual content, and sexting guidance will be followed by the DSL.

Confiscated items that are dangerous or illegal will not be returned to the pupil. Smoking materials will not be returned to the pupil including vaping equipment.

13. Restraint and physical intervention (Please see Safe Touch and RPI policy)

In extreme circumstances, it may be necessary for a member of staff to physically intervene during an incident in order to keep pupils and staff safe, prevent a criminal offence from being committed, or to prevent damage to property or harm to self or others.
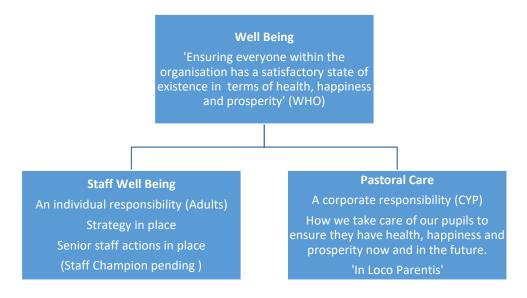
Staff will follow the guidance as per the DfE document https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Should an incident require a physical intervention, this will be recorded in the 'Bound and Numbered Book' and reviewed by the DSL. Parents and carers will be informed and pupils and staff will have the opportunity to debrief the incident. Following this, a positive handling plan will be written in order prevent a recurrence and de-escalate any situation that arises.

Should there be any resulting injuries from the incident or this constitutes a 'near miss', these will be recorded on EEC live and medical help sought as necessary.

Appendix A

1. Context

Entitlement Our Core Offer	A place to go to school	PEVP- In place
	Positive unconditional regard	Staff CoC- In place
	A 'Thrive' led culture	
	Clear expectations	Ongoing monitoring
	Consistent application of rewards and sanctions	
	Induction	Pathway Docs- In place
	An Academic Mentor	
	A planned and supported exit	

The **impact** of our core provision is measured by:

- Attendance- remaining stable (if over 90% baseline) or improving from baseline.
- Thrive- 1 day of emotional progress for every day on roll.

Where these do not show improvement term on term

Additional services such as:

- Early Help Assessment
- Referral to additional services
- Interventions in school (tracked via the pathway)

Are employed when a pupil does not show improvement when all core provision is in place.

The **impact** of this additional provision is measured by:

- Attendance- as above

- Thrive- as above
- Next steps- where data is used to evidence needs beyond that provided by SSPS and to support application for EHCP and movement into specialist provision.

This is data driven transformation

2. **Focus- Ongoing:** Embedding our 'Nurture / Structure' balance, so that we see consistent interactions from adults across the school.

3. Mapping SEMH needs

Our funding is at band 3 (SEMH)

This is the LA definition of band 3 needs and these should be outlined in each pupil profile

- **Regular (weekly) incidents** which involve violent outburst and aggression
- **May have mental health needs** that significantly impact on the ability to build and maintain successful relationships with adults and peers and may cause the need to feel in control in order to feel emotionally safe
- **Is socially isolated**, have difficulty in forming and maintaining relations increasingly displaying low mood, anxiety and depression
- Needs **including impulsivity and unpredictability** which can place the pupil and others at risk
- Have **significant difficulties related to level of concentration**, engagement and participation in learning
- May display **some inappropriate sexualised behaviour**

Where data shows that behaviours and incidents are escalating beyond this level, the SSPS 'Step-up tool will be used to demonstrate a graduated response to need. **Where needs are presenting that are significantly above those described at Band 3, the school will consider returning the pupil to the PEVP and ending the placement/ reviewing the package available.**

4. Core Expectations of all pupils

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(We must keep all the pupils, the adults and our school safe at all times)

Have a mind to be kind

(Everyone deserves to be treated respectfully and with kindness)

Always try your best

(This is how to get the very best out of your time with us)

You can show you are ready for learning by

Handing in phones or other devices

Wearing a school uniform at all times

Being in lessons and trying hard

Not bringing smoking materials to school

5. Core expectations of all staff

We will…..

Believe in you

Keep you safe

Help you learn

Listen to you

Let you know when things are not ok and help you to find a better way

Keep to a routine that everyone understands

6. Rewards and Sanctions

What happens when you get it right?

When you get things right, you said you wanted us to

Tell others and share success (postcards and certificates)

Tell you and help you feel proud of your learning

Plan fun things for you to do

What happens when you get it wrong?

When you get things wrong, you said you wanted us to

Listen to you and give you a chance to calm down if things are difficult

Keep you safe

Try to understand what has happened

7. Points system

In our school we operate a positive reward system by using points in lessons and at break and other times. The pastoral lead will be responsible for ensuring that the **points booklets** are completed during every session and that they are with pupils at all times.

Pupils can earn points by reviewing the lesson based on these objectives

- I came in on time and ready to learn
- I treated everyone with respect
- I did my work and tried my best

If a pupil achieves the objective they are awarded a tick. If they found this difficult, they are given a dot. If they **'turned it around'** this symbol is used.

In this way we will show pupils that their <u>effort is rewarded.</u>

Points accumulate towards a bi-termly **reward activity**. This means that the points 'slate' is wiped clean every three weeks (approx). This should look like a low stakes local trip or activity, alternating with a larger one at the end of a term. This means pupils may earn the low-stakes trip but not the other etc.

This system will be monitored by:

- Student and parent feedback (termly)
- SIMS data (termly) relating to points
- Learning walks in each centre
- Appraisal target tracking for pastoral leaders

8. Incidents

We will record incidents using SIMS where behaviours breach our core expectations and have an impact on learning or affect another person or property.

This includes the following:

Unsafe (This includes things like dangerous climbing, throwing, damage to property, fighting and hurting others, or leaving school during the day)

Unhealthy (Smoking, using drugs, self-harm)

Disruptive (Stopping learning from happening by any means and at any time)

Disrespectful (Persistent shouting, swearing, verbal abuse or making personal comments to another person including online, see also peer-peer abuse guidance)

Any incident meeting the criteria above will be recorded on an incident log in SIMS. The 'step-up tool' will be used to map the incident or pattern of issues across an agreed range of actions as set out below.

We will actively teach pupils to **'walk to…..'** as our key strategy in order to support pupils to avoid confrontation or an escalation of events. There will be a space in each centre allocated for this purpose and staff will agree with all students how they wish to use this opportunity and record this on the passport document.

The step-up actions will be as follows:

- Time in to think
- Review of support plans (ISP,PHP) Every pupil who displays **unsafe and/or self-harm** behaviours will need an ISP.
- Curriculum delivery (to target local issues)
- Referral from pastoral lead to SENCo/ SLT
- Referral to support services
- Charges and remissions (in respect of damage)
- Team around the child meeting (s) and or-referral to CSC
- SLT meeting with parents and schedule of expectations (with review period)
- Police involvement
- Placement review meeting

9. Time in to Think

All pupils deserve the time with staff to 'think' about what has happened when things have gone wrong and 'reflect' on how things could be different and what support they might need.

In our school we use 'reintegration meetings to help this process. This happens when necessary with the pastoral lead in each centre. Both the student and staff member will discuss any incidents and be able to plan how to make things better. This could also lead to strategy changes with staff and support for parents. This can be recorded on a pupil's pathway.

10. Charging and remissions

If an incident involves damage to property, we will

- Warn the pupil verbally and complete an incident form
- Write a letter including a £20 charge for the item damaged
- Issue a full cost recovery letter
- Where there is any serious damage to property or should there be a 4th incident, SLT will involve the police. This may result in prosecution or a community resolution depending on the severity and context.

11. Monitoring

The senior leadership team will monitor the delivery of this strategy throughout the year and there will be regular opportunities for pastoral leads to consider the effectiveness of this.

Data- a report should be pulled from SIMS by the centre pastoral lead at the end of every term in order to look at individual incidents and points. Actions from this review should be included in the pathway tracking information.

Whole school behaviour and points data will be pulled via SIMS and shared with SLT before the end of every term.

At the end of each week, points info will be passed to the office for recording. It is good practice to share this with parents and carers.

Data relating to the implementation of this strategy will be shared with the AMG at regular intervals for further scrutiny and comment.

Appendix B

Behaviour Policy Annexe- Covid 19

This appendix is intended to provide additional information and guidance in order to effectively support positive behaviour during the COVID-19 pandemic.

As an SEMH setting, we know that positive relationships are key to supporting pupils to develop positive behaviour for learning. All staff, pupils and families will be required to support social distancing and appropriate behaviour at school during this period.

We know that our pupils will need extra reassurance and support with their emotional wellbeing during this time and we will offer specific activities to address this.

We have been in regular contact with families during this period and our staff know our pupil needs well. Where any pupil is anxious or distressed in or out of school, we will offer pastoral support as per our usual practice.

The school will follow all Government guidance in order to ensure that the school environment enables effective social distancing for children and staff. If a pupil requires visual aids or other adaptations in order to understand this, it will be provided.

Handwashing

We expect all pupils to wash their hands on arrival on the school site. Pupils will be asked to wash their hands throughout the day. Refusal to do so will result in the pupil not being able to enter the site.

Where Hand Sanitiser is used, it will be dispensed by a member of staff.

Any over enthusiastic or misuse of this PPE (Personal Protective Equipment) will be challenged robustly and, if continued, the pupil will be subject to additional support and ISP to appropriately manage their reaction to this change.

Physical contact

During this time no physical contact with pupils is permitted unless they are injured or unwell.

If a pupil behaves in a way that increases infection risk, they will be robustly challenged. Continued behaviour will result in a risk assessment being undertaken based on what is required to support the pupil's compliance. We adapt ISP and / or PHP for any pupil who requires it.

We will ask any child who spits or who otherwise deliberately endangers the health and safety of pupils and staff, either to be collected or to leave the site immediately. A risk assessment will be undertaken.

Disruptive behaviour

Our school environment has been adapted to ensure that we have maximised safety for staff and pupils.

If a pupil is disruptive and causes damage or disrupts other teaching groups, this will be challenged and the pupil will either need to be collected or asked to leave the site immediately.

All pupils will be expected to meet requirements in terms of entrance and exit arrangements, and the use of classrooms and resources.

Outside of School

There is additional risk to all users of our sites from pupils not keeping within the limits of social distancing when not at school. We will continue to seek re-assurance from parents that they are adhering to social distancing. We ask all parents are requested to notify us of any breaches so that we can assess the subsequent risk for the other pupils and staff on site.