



# **BEHAVIOUR POLICY**

## **BEHAVIOUR & PERSONAL DEVELOPMENT**

As a school that caters for pupils with extremely complex needs, often the result of experiencing trauma during the early years, it is imperative to identify the root cause of any behaviour in order to support their social and emotional needs. Therefore, it is of the highest importance that policies with regard to behaviour and supporting emotional needs are flexible, effective and centred on building positive relationships and being endlessly positive.

Our pupils also have histories of rejection and exclusion from previous educational settings. In order to meet our pupils' complex needs, they are often taught 1:1 in satellite locations and work towards being able to access a small classroom environment when they are ready.

To ensure this is effective, we have a well organised and supportive team who use a combination of strategies to support, encourage and reward behaviour that is conducive to learning and focuses on achievements and values wherever possible.

Further considerations are that many of our pupils have not experienced secure attachments throughout their early years and developing positive relationships with staff members can help to make up for some of the social and emotional development that has been missed. Each pupil is supported differently but the key principles for all support will include:

- Unconditional positive regard for our pupils and everyone we work with
- Caring relationships with staff that are underpinned by positive support, appropriate boundaries and empathy
- Consideration of any need that is not being met and the possible years of difficulty that has led the pupil to their current situation and level of need
- Communication that is clear, consistent and positive (or in some cases, appropriately passive)
- Consistency in support, interactions and (high) expectations for behaviour and learning – being predictable is very important
- Co-operation with pupils to explore their emotions and reflect on how they may have been feeling and working together to overcome challenges or difficult behaviours

These principles are important whether pupils are supported in classrooms onsite or at a satellite location using our 'Classroom in a Bag'.

## **OUR EXPECTATIONS**

Because of the complexities and uniqueness of the behaviour and challenges we face; we have two simple expectations that act as our school rules:

- We respect each other, our school and ourselves
- We always try our best

## **BEHAVIOUR: CONSEQUENCES, REFLECTION & RESTORATION**

Rewards and positive consequences play a key role in supporting our pupils effectively. In order to create a culture where staff focus on celebrating positives, we use class dojo to track and share positive behaviours throughout the day. Class dojo is a cloud-based program that allows a teacher to create an account for watch pupil

and award them points for different positives throughout the lesson. It is secure and can only be accessed via a login link set by the teacher. The teacher is able to send access to TA's, parents, careers and professionals who can monitor the behaviour, shared work and 'work ons' for each child at any time.

This system forms an ongoing score that can be used to track improvements in behaviour over a day, week, term or year. Teachers use it to track behaviour and engagement and also decide whether pupils achieve rewards each day, week or term. This includes golden time and termly reward trips.

Golden time is a short period of time at the end of the week where the pupils can choose an activity to engage in. The pupil gets to choose the activity with some support from staff as the goal is to allow them to have a reward that they have earned but also ensure they are still engaging in activities where they are developing their social, emotional and independence skills.

Negative consequences primarily involve missing out on positives, continuing the focus on being endlessly positive. However, at times, it is important to establish appropriate boundaries, particularly in instances where there has been a serious incident, bullying, peer to peer abuse, abuse around the protected characteristics or when safety has been compromised. In situations such as these, staff implement a Reflect & Restore process which involves a consequence appropriate to the behaviour and then conversation where the pupil reflects on the behaviour and causes of the behaviour and how they might overcome those challenges in the future. The discussion then looks to restorative actions and the pupil decides on steps they should take. The stages and relevant recommendations are:

Stage	Behaviour	Consequence	R&R
1	Minor incident Verbal abuse (relative to pupil) Damage	Restorative action Partial loss of reward (catch up) Follow up from teacher	Informal follow up with staff member best placed to follow up. Most commonly this would be the lead teacher or teacher leading the lesson in which the behaviour/incident occurred
2	Persistent verbal abuse Persistent or moderate damage Moderate/Serious incident Presenting risk to others Repeating stage 1 behaviour	Restorative action Significant loss of reward Follow up from leader	Formal follow up with lead teacher after the incident or the next morning. Staff member and pupil work through the formal R&R.
3	Attempt to harm or Presenting significant risk to others Significant damage Serious incident Repeating stage 2 behaviour	Meeting with SLT, parents and relevant professionals before returning to school	Formal follow up with lead teacher or leader. Pupil to be brought in after the start of the day at a time agreed by leaders. Staff member and pupil work through the formal R&R. Staff to be confident the pupil is reflective before returning to school.
4	Serious Assault Repeating stage 3 behaviour	Short term exclusion and meeting with leader, parents and relevant professionals before returning to school	Formal follow up with lead teacher or leader. Pupil to be brought in after the start of the day at a time agreed by leaders. Staff member and pupil work through the formal R&R. Staff to be confident the pupil is reflective before returning to school.

## EXCLUSIONS, EMERGENCY REVIEWS & ENDING PLACEMENTS

In extreme cases, the Headteacher may exclude a pupil for a fixed term of, typically, one or two days. A fixed-term exclusion of more than two days is exceptionally rare. When the decision is taken to exclude a pupil, an explanatory letter is always posted

to the parent/carer on the same day – as well as to the placing authority – and homework is provided.

In very exceptional circumstances, such as a pupil bringing illegal drugs or weapons into our schools, the head teacher may make the decision to permanently exclude.

When we cannot meet a pupil's needs, we will call for an emergency annual review with the placing authority to re-evaluate the suitability of the placement and recommend that another provision be sought.

This is not the same as exclusion.

### **RECORDING AND COMMUNICATING BEHAVIOUR MANAGEMENT EVENTS**

- General positives behaviour and minor negative behaviour is logged.
- Physical interventions are logged in our handwritten Physical Intervention Log.
- Serious incidents and incident of concerning categories such as bullying, and discrimination are logged.
- Accidents, injuries and use of first aid are reported using the school's accident books.
- All events logged are analysed by the leadership team on a weekly basis and changes are made proactively and rapidly to avoid repetition.

**Noreen Rahman**  
Executive Headteacher

Date reviewed on: 15 July 2021

Next Review Date: 15 July 2022