

# Dawlish Federation of Special Schools

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## Behaviour and Welfare Policy

At Ratcliffe and Oaklands Park are communities where all pupils are encouraged to behave in an appropriate and respectful way. Staff understand that behaviour is a form of communication, and that understanding and addressing what is being communicated is essential to support our children and young people to manage their behaviour in an acceptable way.

We believe there is a strong link between positive behaviour and positive learning outcomes for the children.

Staff training and Induction procedures inform staff, *pupils and parents\** of the standards of behaviour expected, how these standards are to be maintained and how unacceptable behaviour is to be dealt with.

We recognize the importance of a consistent approach to behaviour management is acknowledged – replace with in all situations.

### **Rationale**

Across the federation we believe that the best way to ensure that everyone behaves in a positive way is through the development of strong, trusting relationships within an environment of safety, stimulation, respect and learning. Underpinning this are our key principles:

- Everyone, within the federation, is responsible for promoting positive relationships and good communication with others
- Recognising the individuals needs and responding to them in a supportive and positive way that promotes self –esteem
- Striving to encourage a place of mutual support and encouragement rather than focusing on negatives
- Commitment to including all of our pupils in the life of the school regardless of their particular needs

A weekly analysis takes place that scrutinizes the number of incidents and analyses key events in detail. This is discussed at SLT and used to inform changes in practice and identify any additional support the young person may need. Feedback is given to staff and they are encouraged to reflect on the outcomes of any changes.

All the staff are committed to the safety and wellbeing of our young people and to promote positive behaviour through modelling expected behaviour. Staff use a variety of strategies and techniques to support pupils in addition to some of the specific approaches described in this policy.

\*Question from feedback– how do pupils and parents know?

Positive behaviour plans and individual risk assessments are informed by school staff and other involved professionals. Staff reflect on behaviour incidents and amend behaviour plans to ensure that they provide current information on how best to support our young people.

The following are not acceptable because they are incompatible with the ethos of the schools:-

- The use of physical restraint as a means of gaining compliance or as a punishment.
- The use of sanctions that humiliate or degrade the child or have a negative impact on their emotional health or well-being
- The use of force that is not reasonable, proportionate and/ or necessary
- Corporal punishment in any form. This is illegal.
- The use of seclusion as this is a restriction of liberty

### **Multi- Agency working**

Additional advice and support for young people may be sought from other professionals such as CAHMS, SALT, OT, Ed Psych and others as appropriate.

### **Additional Support**

In practice the majority of difficulties are resolved by staff working with pupils at that particular time. If a change of face or additional support is required. The support protocol should be used please see Appendix A

#### **Physical interventions**

From time to time, with some pupils it will be necessary to support them through the use of physical intervention.

Full guidance is provided within the Physical Intervention policy Appendix B

### **At Oaklands...**

It is the responsibility of the whole school to guide and reinforce positive behaviour. Our first approach to managing behaviour is to recognize and reward positive behaviour. This includes:

- Immediate recognition using verbal praise
- Giving pupils choices of reward activities based on positive behaviour
- Individual rewards based on specific behaviour targets
- Celebration of positive behaviour through contact with home and reward assemblies.
- Presentation of certificates, stickers and rewards; head teacher awards and star of the week awards; to celebrate success and motivate.

We also promote a culture where a young person takes responsibility for their own behaviour. Dependent on the young person's understanding we seek to work through the circumstances / issues that have contributed to a behaviour incident, to identify more appropriate choices / options. To help develop pupils understanding that there may be consequences to their actions. It may be suitable to implement an appropriate consequence to a negative behavior such as loss of a privilege or reduction of choice time to provide the pupil the opportunity to complete work they may have missed.

We are an inclusive school, but occasionally we use internal exclusion, where a pupil is taught away from their peers for a fixed period. This may be used to provide a period of reflection with a member of staff to support them to identify positive behaviour choices they could make in future. Parents are informed of serious incidents and may be invited into school to discuss behaviours of concern with key staff involved and senior managers.

We look to include pupils in all aspects of what we offer. Occasionally there may be a situation where we have to consider the use of internal exclusion. Again this time will be used to discuss with pupils.

Staff are trained and expected to manage behaviour incidents using a range of strategies that help pupils to regulate their behaviour both before and during a crisis. These can include:

- Pupils reminded of previous success
- Offers of a safe space
- Distraction
- Humour
- Contact with key members of staff
- Periods of reflection – in an agreed area
- Therapeutic activities

Combining the modelling of acceptable behaviour by staff and the approaches described above we promote positive behaviour in a supportive environment.

### **At Ratcliffe.....**

It is the responsibility of the whole school to guide and reinforce respectful behaviour. Our first approach to managing behaviour is to recognize and reward positive behaviour. This includes:

- Immediate recognition using the Traffic Lights
- Giving pupils choices of activities based on behaviour
- Awarding merits that reward specific achievement
- Reward activities – weekly and half termly
- Individual rewards
- Contact with Home
- Reward assemblies

### **Traffic Lights**

Pupils that have received 100% green traffic lights over the week are rewarded with a specific merit. Alongside this, the top 10 pupils by % green traffic light marks over the week are celebrated in assembly and have first choice of life skills activities.

In addition to this, pupils who have remained consistently on a green level for two terms are considered for 'Gold' level. These pupils also need to have shown that they can take responsibility for their own behaviour, without the need of the traffic light system. Pupils that remain on 'Gold' level for a term are rewarded with a certificate and invited to a 'Gold reward day'.

We recognize Pupil of the Week by staff nomination and vote alongside rewarding the top merit earner for that week.

Merits are collected and go into a draw with selected merit earners then able to select from a range of age appropriate prizes. Total numbers of merits are converted into a value which pupils can then

“cash in” on a termly basis. These are motivational and positive aspects of the overall management of behaviour.

We also promote a culture where a young person takes responsibility for their behaviour and its consequences. After an incident we seek to work through the issues with them and mutually agree a way that the situation can be resolved or rectified.

It may be appropriate to issue a pupil with a Repair Contract (see attached). This requires a pupil to meet with a member of staff at specific times to agree a plan to resolve a conflict or repair a situation. Situations where this may occur include behaviours such as:

- Verbal abuse
- Leaving class without permission
- Minor conflicts with pupils or staff

The emphasis is put on restoring a situation or relationship positively. Key to this process is that the pupil can talk to a trusted adult that may not be a senior member of the team. All staff are responsible for tackling behaviour at this level. Responses include loss of break, opportunity given for a young person to catch up on work missed, contact with home, and adjustment of traffic light levels which have an effect on the choices a pupil can make at the end of the day/week.

For incidents that are more serious a Behaviour Contract may be issued (see attached). The purpose of this is that a pupil is committed to not being able to access breaks or the first part of early evening activities if a residential/extended day pupil. The duration of the sanction is dependent on the number of points indicated by staff on the contract. Pupils can rejoin the house at 4.30pm and then have a limited choice of activities.

Although this is a sanction that limits a pupils choices we also endeavor to talk through why the contract was issued and alternative ways to have managed the situation. They are issued following

- Damaging property
- Incidents of aggression
- Leaving site

The issuing of a Behaviour Contract may affect a pupil’s attendance on the larger reward trips at the end of a term. Parents are informed of any serious incident and may be invited into school to discuss them.

We look to include pupils in all aspects of what we offer. Occasionally there may be a situation where we have to consider the use of internal exclusion. Again this time will be used to discuss positive behaviour choices with pupils.

Staff are encouraged to look for short term strategies that can help regulate a pupil’s mood when in crisis. There are a number of strategies that staff use. These can include:

- Offers of a safe space
- Contact with key members of staff
- Periods of reflection – in an agreed area
- Access to the school’s counsellor
- Therapeutic activities

Combining the modeling of acceptable behaviour by staff and the approaches described above we aim to maintain a positive atmosphere.

## **Roles and Responsibilities**

**All staff** – to reward and recognize positive behaviour, to model acceptable behaviour, to record a pupils Traffic Light level as the end of the session they are responsible for, to challenge unacceptable behaviour and inform their line manager if the behaviour continues. To record key events on Behaviour Watch.

**Teaching Assistants** – to reward and recognize positive behaviour, to model acceptable behaviour, to record a pupils Traffic Lights level at the end of the session they are responsible for, to choose from the responses described above an appropriate way to challenge and modify poor behaviour, to inform the teacher/form tutor if a young person's negative behaviour continues. To make contact with parents and carers if appropriate.

**Teachers** – to reward and recognize positive behaviours, to model acceptable behaviour, to record a pupils Traffic Lights level at the end of the lesson they are responsible for, to challenge negative behaviour using one of the responses described – offering a pupil an opportunity to catch up on work at break, lunch or after school for example, to seek the support of senior colleagues if the pupil continue to make negative choices or the behaviour escalates. To make contact with parents and carers if appropriate.

**Home Base Tutors** – to monitor closely the young people in the group and work with colleagues to bring about resolutions to any behaviour related issues.

**Senior Managers** – to support the work of all the staff in modeling positive behaviour and challenging negative behaviour. To make informed decisions as to the most appropriate sanction – particularly the issuing of a Behaviour Contract or further sanctions such as internal exclusion. To monitor behaviour across the school and support the young people and staff to maintain the aims described in the rationale.

Staff record key incidents using Behaviour Watch. Log entries are read on a daily basis (RE). At the morning briefing key entries are discussed and actions agreed. This could include the use of a contract as described or the modification of a pupil's behaviour plan to reflect any changes in strategy or approach.