

# Dawlish Federation of Special Schools

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## BEHAVIOUR AND WELFARE POLICY

Everyone has the right to feel safe, special and have their needs met. Our behaviour policy reflects the importance of social and emotional learning; to ensure that an individual's needs and learning does not adversely impact on another.

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. Deepening our understanding of how social and emotional learning can be supported and developed is core to our work as schools. There is a strong link between positive behaviour and positive learning outcomes for pupils. Our programmes of social and emotional learning help pupils acquire the skills they need to make academic progress and support personal development.

Policy training, Induction and information provided through the website informs 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 recognise the importance of a consistent approach to behaviour management. It is important to note here, that as all our pupils have their own individual complex needs, each pupil's understanding of, acceptance of, and level of behaviour support is different; therefore, a "one size fits all" approach cannot be taken. General holistic good practice will be used throughout the school in conjunction with individual interventions based on assessment of needs. This policy will be applied equally to all members of the federation community regardless of race, religion, sexuality or disability. We are a community committed to tolerance and inclusion.

We have a duty to make reasonable adjustments to environments, policies and procedures so that a behavioural difficulty does not unnecessarily restrict opportunities. The Disability Discrimination Act 2001 still applies when behaviour is the disability. Our policy follows the Department for Education's guidance on what to include in a school's behaviour policy in light of the recent changes introduced by the Education Act 2011 and acknowledges the school's legal duties under the Equality Act 2010 in respect of pupils with Special Educational needs.

## **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, enabling 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, actively building trust and rapport. Children learn by example, adults must act as positive role models in their own behaviour and relationships.
- We should have high expectations of all children and young people and when we demonstrate our belief in them, it supports them to succeed. We should identify the strengths in the child or young person and develop them.
- Recognise the individuals' needs and respond to them in a supportive and positive way that promotes self-esteem and that will nurture self-confidence and independence. Pupils will be provided with social and emotional learning experiences and opportunities that will support them to develop a sense of pride and build self-awareness.
- We strive to create a place of mutual support and encouragement rather than focusing on negatives. Pupils are supported to develop tolerance and build resilience, make good choices and take responsibility in readiness for them taking their place in society.
- Commitment to including all of our pupils in the life of the school regardless. We deliver an engaging, exciting and challenging curriculum. A curriculum that enables pupils to experience challenge and success to have a sense that learning can be fun and relevant to their lives.
- We support pupils to recognise sensations and emotions. To equip them to understand these emotions so that they are able to manage them by applying thinking between feeling (sensations / emotions) and acting. To increasingly show empathy and understanding. Through our positive relationships, being attentive and observant we recognise behaviours, determine the underlying need and support pupils appropriately.

- We are non-judgemental about children's life experiences, and we use evidence over time to inform how we plan and support them.
- We are explicit in naming our own emotional responses to children and young people's behaviour i.e. demonstrate emotionally intelligent behaviour at all times. We seek help if you are finding it difficult to manage our feelings about a child or young person: this is a professional strength.
- **Reward:** We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development. We understand that incentives to comply are more effective than sanctions to force compliance. Pupils are unlikely to be forced to change their behaviour but with perseverance and time may be encouraged and nurtured to do so. We always reward desired behaviour.
- We work to develop our pupils' self-management of their behavior, learn that choices and actions have consequences, and promote safety for all
- **Sanction:** Although our emphasis is on rewarding appropriate behaviour there are occasions when sanctions are required. Sanctions are applied to promote social and emotional learning. Their effectiveness is linked to their certainty not their severity and how they support learning; address a behaviour / incident or repair, through a restorative approach.
- **Expectation:** We are explicit about our expectations of both staff and pupils. All pupils are expected to;
  - Be in the right place, at the right time, doing the right thing.
  - Work hard and allow classmates to work hard too; try to do your best at all things.
  - Show respect for yourself, property and each other.
  - Treat others as you would like to be treated yourself.
  - Staff will;
  - Keep pupils safe.
  - Listen to pupils' concerns and act on them
  - Be aware of pupils needs and how best to support them.
  - Plan, prepare and support pupils to develop socially, emotionally, morally, culturally and academically.
  - Have high expectations of pupils to complete tasks to the best of their abilities.

## **Bullying (including Cyber-bullying)**

Within the Federation bullying is not tolerated

- Bullying should never be ignored
- All instances of reported bullying must be investigated and recorded
- Parents and carers should be informed by staff of any incidents of bullying
  - • Every instance of bullying needs to be addressed, in line with this policy. With each child or young person involved being encouraged / supported to take responsibility for their actions, and acknowledge the impact of their behaviour on others. Further guidance is available in the school's Anti-Bullying Policy.
- Children and young people need to be supported to develop age appropriate understanding of e-safety so that they are able to keep themselves safe on-line and report cyber-bullying. Further guidance is available in the school's Anti-Bullying Policy.

## **Monitoring behaviour**

### **Behaviour watch**

The computer based logging system 'Behaviour watch' is used to record and monitor pupil behaviour. Logged incidents are reviewed by heads of school and patterns and significant incidents discussed by the senior leadership team weekly. The weekly analysis scrutinises the number of incidents and analyses key incidents in detail. The focus of this process is to review incidents to inform future practice and identify ways to further support pupils, so that incidents are reduced over time. Feedback is given to staff and they are encouraged to reflect on incidents outcomes and suggestions for change.

All behaviour watch entries are shared with parents of pupil's involved and weekly analysis are shared with governors.

## **Supporting positive behaviour**

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 including but not exclusively;

- Assess the situation before acting
- Clear concise dialogue that avoids argument / conflict; what is said and how it is said being carefully considered.
- Be calm, controlled, relaxed and confident.
- Be firm but fair; being consistent is important.
- Aware of personal space; turning sideways and stepping backwards may help de-escalate.

- Avoid overcrowding with staff.
- Be part of the solution rather than part of the problem; changing face may help de-escalate.
- Offer options, as a way out with dignity; avoid flight or fight responses that may result from a young person feeling cornered.
- Remain positive, you will be challenged at times personally. Remember 'We are the professionals supporting pupils with special needs'.
- Building positive relationships with a young person enables you to offer success reminders in the future. .

Positive behaviour plans and individual risk assessments are informed by pupils, parents, 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.

Staff are trained and expected to manage behaviour incidents. Strategies that help pupils to regulate their behaviour both before and during a crisis are detailed in behaviour support plans and risk assessments. These can include

- Pupils reminded of previous success
- Offers of a safe space
- Distraction
- Humour
- Sensory regulation
- Contact with key members of staff
- Periods of reflection – in an agreed area
- Therapeutic activities including accessing the school counsellor
- Combining the modelling of acceptable behaviour by staff and the approaches described above we promote positive behaviour in a supportive environment.
- Following an incident, wherever possible, staff engage in restorative work and reparation activities. This will build understanding and allow pupils to make more informed choices.

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.
- Any intervention or sanction that limits communication or advocacy
- The use of any sanction that deprives the child or young person of their human rights.

## **Restorative Approaches and Reparation** (repairing relationships, or 'making good' in some way)

We believe that children and young people should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the child or young person's mind on the punishment, rather than what they did. This frequently leads to children and young people feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the others involved/affected.

Even children with complex difficulties can be supported to repair. Unresolved difficulties can make children and young people very anxious and this can cause behaviour to escalate or become habitual.

## **Roles and Responsibilities**

All staff will recognise and reward positive behaviour. They will model acceptable behaviour at all times and will challenge unacceptable behaviour when they observe it or are made aware of it. Staff will apply this policy, choosing from the responses described within it, appropriate ways to challenge and modify poor behaviour. Staff will inform the class teacher / homebase tutor / link worker about behaviours of concern. Staff will seek the support of senior colleagues if a pupil continues to make negative choices or their behaviour escalates.

All staff will pass on significant or persistent negative behaviour to their line manager and to senior management and record incidents on Behaviour Watch.

Teachers, Teaching Assistants and Care Staff will offer pupils the opportunity to engage in missed educational or developmental opportunities if these have been missed through negative behaviour.

Class teachers / homebase tutors / link workers / other named staff will act as advocates for individual pupils / pupils in their groups; providing support to them in resolving conflicts with staff and pupils. These staff will monitor closely these young people and work with colleagues to bring about resolutions to any behaviour-related issues that they are involved in. These staff will maintain and update pupils' behaviour support plans and risk assessments.

When appropriate Teachers, Teaching Assistants and Care Staff will contact parents or carers following incidents of negative or positive behaviour.

Teachers, Teaching Assistants and Care Staff will engage in reflective and restorative conversations with pupils when calm and if appropriate.

Senior Managers will monitor behaviour across the school and support young people and staff to maintain the aims described in the rationale. They will support the work of all staff in modelling positive behaviour, recognising and rewarding positive behaviour and challenging negative behaviour. Senior managers will support staff to make informed decisions as to the most appropriate sanction – particularly further sanctions such as internal exclusion (or the issuing of a Behaviour Contract – Ratcliffe).

Senior Managers will monitor behaviour across the schools and utilise this overview to inform decisions regarding further responses to behaviour.

Governors are responsible for reviewing and monitoring behaviour within the federation.

## **Multi- Agency working**

We recognise that the complex needs of our pupils often require support from other agencies.

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

This helps us to better understand and meet the needs of the pupils. Working collaboratively with parents and other professionals better helps us understand and meet the needs of pupils and promote positive behaviour.

## **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 Radios can be used to call for this support.

## **Physical interventions**

From time to time, with some pupils, it may be necessary to support them through the use of restrictive physical intervention. Staff are trained to apply de-escalation strategies and, where practicably and safely possible, will apply them exhaustively before considering the use of restrictive physical intervention.

Full guidance is provided within the Physical Intervention policy.

## **Confiscation**

Head teachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. 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 pupil).

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. The school has the right to lawfully confiscate, retain or dispose of pupils' property if it is reasonable in the circumstances. The school will not be liable for damage or loss of any such item.

School staff can search pupils with their consent for any item. We are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree. A pupil refusing to co-operate with such a search will be subject to the same sanction applied for other unacceptable behaviour.

## **Seclusion**

The Dawlish Federation of Special Schools does not have a policy for allowing the seclusion of pupils. Seclusion involves placing a pupil in a room away from others and preventing them from leaving. Should seclusion ever be used in an extreme emergency situation (where all plans, protocols and strategies have failed), staff must report their actions to Senior Management and follow the protocol for Use of a Restrictive Physical Intervention.

## **Exclusion**

### ***Fixed-term Exclusions***

We follow all Devon County and DfE Guidance and procedures when considering whether to exclude a pupil.

We do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances may include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude pupils are made on an individual basis by the Executive Principal and will always be a reasonable and measured response following consideration of all the evidence.

Exclusions can also be managed internally and a child or young person may be taught away from their peers for a fixed period of time.

This may be used to provide a period of reflection with a member of staff to support the child or young person to identify positive behaviour choices they could make in future.

### ***Permanent exclusions***

It is extremely rare for us to permanently exclude a pupil from Dawlish Federation of Special Schools. In the event that the Dawlish Federation of Special Schools is not able to meet the needs of an individual pupil, we will always aim to work with the child and young person's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

Decision to permanently exclude are made by the Executive Principal following consideration of all the evidence, discussions with colleagues, the pupil, parents and DCC inclusion Officers.

All permanent exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After children.

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

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

- Immediate recognition using verbal praise

- Daily recognition and rewards through issuing 'Tokens' for positive behavior leading to activity choice time when the work is completed.
- Giving pupils choices of reward activities based on positive behaviour
- Recording positive behaviours within Learning Journals as Notes of Progress (NOPs) or as WOW moments that are displayed in class.
- Individual rewards based on specific behaviour targets
- Celebration of positive behaviour through contact with home and reward assemblies.
- Positive comments in the pupils' home/school book
- Presentation of certificates, stickers and rewards; head teacher awards and star of the week awards; to celebrate success and stimulate continual motivation. These may be awarded in assembly or sent home

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 behavioural 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 behaviour such as loss of a privilege or reduction of choice time. Sanctions may be applied to provide the pupil the opportunity to complete work they have missed or promote social and emotional learning. Their effectiveness is linked to their certainty not their severity and how they support learning, address a behaviour / incident or repair through a restorative approach.

Parents are informed of serious incidents and may be invited into school to discuss behaviours of concern with key staff involved and senior managers.

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

It is the responsibility of the whole school to guide and reinforce respectful behaviour. Our first approach to managing behaviour is to recognise 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

Teachers recognise a pupil's contribution to each lesson by using a traffic lights system. School specific software has been developed that allows staff to award a pupil a green, amber or red level depending on their attitude and engagement in a lesson.

Additionally, a pupils absence can be recorded on the system as unauthorised. Overall levels will have an impact on their weekly choice of activities or attendance on reward trips.

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 recognise Pupil of the Week by staff nomination and vote alongside rewarding the top merit earner for that week with certificates and prizes awarded during assembly.

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. The purpose of this is to provide an opportunity to discuss the incident of concern. A pupil is committed to not being able to access breaks during which more positive ways of managing the situation and understanding the impact on others. The duration of the sanction is dependent on the number of points indicated by staff on the contract.

Although this is a sanction that limits a pupils choice, we also talk through why the contract was issued and alternative ways to have managed the situation. They may be issued following incidents that include;

- 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.

### **Additional Support for pupils presenting with difficulties accessing lessons (the Hub)**

A small percentage of pupils find it difficult to consistently access all their lessons. The reasons for this may include social anxiety and/or challenging circumstances in their personal lives. Staff are skilled in recognising the pupils most at risk but other key indicators are Behaviour Watch logs and unauthorised absences from lessons as indicated by Traffic Lights. These are monitored daily by senior staff.

Provision exists, within school, for pupils to seek support from dedicated staff, currently a senior teaching assistant and a teaching assistant, and a safe space in which to work/seek support. The class teacher will always be aware of this intervention being offered and repeated use of this intervention will follow consideration and direction by the SMT and modification of the pupil's behaviour support plan.

Pupils are offered one or a combination of the following

- Support to complete their work away from the class
- Individual timetables that focus pupils on the core subjects and specific interests including vocational studies or offsite learning activities
- Advocacy and support from staff to discuss what factors may be causing the challenges that prevent them accessing lessons
- Encouragement to rejoin lessons with support

Teachers provide work and offer feedback to the pupils in the same way as if they had been present in their class. Some pupils may work on short term, specific projects agreed by SMT.

The purpose of the provision is to encourage pupils to engage as much as possible in education, in all their lessons.

Pupils progress will be monitored by senior staff who will oversee their individual timetables and regularly review the impact of the provision on the outcomes for the young people.

## **Roles and Responsibilities**

### ***All staff***

All staff record pupils Traffic Light level at the end of sessions they are responsible for.

### ***Homebase tutors / link workers***

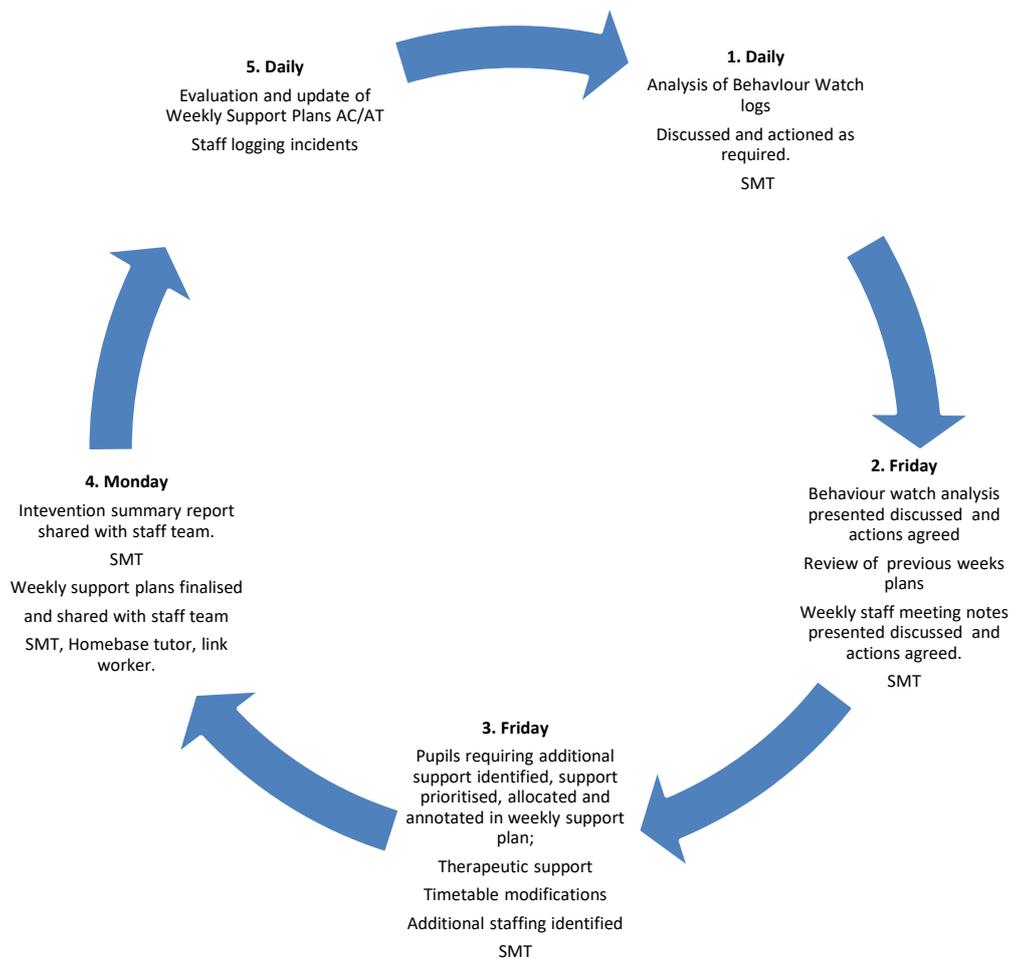
Homebase tutors / link workers contribute to the generation of weekly support plans for pupils identified, through the monitoring of log entries, as needing additional support. Class teachers / homebase tutors share these plans with the rest of the staff team and monitor their success throughout the week.

### ***Senior Managers***

Incidents recorded on Behaviour Watch by staff are read on a daily basis by the head of school or a senior leader. At the morning briefing, key entries are discussed and actions to address any issues agreed.

An analysis of significant events is presented to the SMT at the end of each week. At this meeting, pupils of concern are discussed and weekly support plans generated to address behaviours and offer additional support. These plans are then presented to Home Base Tutors and Link workers at the start of the following week for further contributions. Once complete, Home Base Tutors present them to the rest of the staff team and monitor the plan throughout the following week. The plans are then reviewed at the following end of week SMT meeting.

The full cycle is described below. (next page)



## Legislation and Guidance relating to this policy

- Devon Safeguarding Children Board (DSCB) 'Positive Behavioural Support – Policy and Practice Guidance regarding Positive Behavioural Support with Children and Young People's Settings' June 2016.
- Passive Intervention and Prevention Strategies (PIPS) Approach – Babcock LDP (2015) – training materials
- The Children's Act 1989
- The Education Act 1996
- DfE Keeping children safe in education 2015
- DfE Behaviour and discipline in schools 2014
- Use of reasonable force advice for head teachers, staff and governing bodies guidance 2013
- Department of Health 'Guidance for Restrictive Physical Interventions: How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorders' 2002
- Ofsted Deprivation of liberty-guidance for providers of children's homes and residential special schools.
- The UN Convention on the Rights of the Child 1989

- DfE – Exclusion from maintained schools, Academies and pupil referral units in England – A guide for those with legal responsibilities in relation to exclusion – 2012

**This policy should be read in conjunction with the School's**

- Safeguarding policy
- Health & Safety policy including risk assessments
- Anti – bullying policy
- Recording, assessment policy
- Personal care policy
- Supporting children with medical conditions in schools
- Staff Code of Conduct Policy