IMPACT PUPIL REFERRAL UNIT

BEHAVIOUR POLICY

APPROVED BY GOVERNORS: September 2023

POLICY TO BE REVIEWED: September 2024

This policy is created for all pupils attending Impact on either site. Both Oakfield and Dale Acre.

It is the responsibility of all staff to have read and understand this policy and implement it within the guidelines provided.

The aim of the policy is to promote consistent and positive approach to behaviour in order to establish an ethos where we, the adults in the immediate school community, can support and encourage pupils to learn, work and play successfully together. Therefore, enabling pupils to grow into responsible adults and create more life opportunities.

We will do this through

- creating an orderly and safe working environment where staff, pupils and parents can work together;
- taking care of the health and safety of every child;
- developing a consistent procedure and fair approach to managing behaviour and supporting each other to achieve this;
- developing a relevant and challenging curriculum which will enhance learning and self-esteem and which reinforces positive behaviour and high standards;
- developing a school environment which is an attractive and stimulating place in which to work
- Providing a 'safe to try' philosophy where we can learn from our mistakes.

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils, including Care and Control, Risk Assessment, Health and Safety, Exclusion and Safeguarding policies.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for behaviour. Its contents are available to parents, pupils, and relevant stakeholders.

Purpose of policy

To provide informative information and guidance, which will enable all staff to interact positively and effectively with any behavioural difficulties which may occur within school or when under the supervision of school staff on and off site, (when partaking in school related activities).

Every effort will be made to ensure that all staff in this school

- Clearly understand this policy and their responsibilities on a day to day basis to implement policy and work effectively and consistently with colleagues to provide a safe environment in which to learn and play.

- Are provided with appropriate training and support to deal with any incidents of challenging or difficult behaviour.
- Are aware of how positive behaviour and achievements are celebrated on all sites.

This policy ensures that the governing body meets statutory requirements in that the school

- promotes good behaviour, self-discipline and respect;
- prevents bullying;
- ensures that pupils complete assigned work;
- Regulates the conduct of pupils.

Aims:

- To ensure that all staff understand that **behaviour is communication** and therefore there is always a reason for why a pupil/adult displays behaviour.

- Approaches to supporting effective behaviour will be an integral part of the curriculum when teaching pupils appropriate and relevant social skills, which will allow them to participate as fully as possible within, school, family-life and the wider community.

- This policy aims to provide information for all staff in relation to what is considered acceptable and appropriate behaviour and how to deal with behaviour problems when they occur.

- In teaching acceptable standards of behaviour, Impact seeks to develop pupils mutual respect for each other; feelings of others and respect for other people's property and that of the school.

- Bullying in any form is not acceptable (See anti bullying policy)

- Aggressive/violent behaviour is also unacceptable. (See principles for supporting effective behaviour, next section)

In association with DFES/DOH Guidance (2002) Impact make the following distinctions between 'Seclusion, Time Out and Withdrawal'.

- "seclusion where an adult or child is forced to spend time alone against their will;"

- "Time out which involves restricting the pupil access to all positive reinforcements as part of the behavioural program."

- For example, when a young person needs, for a short period of time a low stimulus environment in order to support them

- "withdrawal which involves removing the person from a situation which causes anxiety or distress"

    To a location where they can be continuously observed and supported until they are ready to resume their usual activities'.

At Impact young people are never secluded.

Principles for supporting effective behaviour

It is important to understand that behaviour is communication. At the time, there may be no apparent cause/trigger. At Impact staff aim to be aware of any possible triggers or reasons for behaviour and manage/reduced any known triggers, when possible, to do so. Strategies will be recorded within an Individual Behaviour Support plan.

It is essential to establish good relationships between pupils, staff and parents. The emphasis should be on praise and rewards rather than consequences.

IMPACT's Positive Behaviour Model

Our behaviour model is built into the points reward system to ensure that all pupils are able to have some sense of achievement and make positive choices with their behaviour. Positive behaviour can be rewarded with daily points that contribute towards a reward trip at the end of each half term. Further points can be achieved through IMPACT points, which are awarded for going above and beyond.

Pupils have the opportunity to earn up to **24 points each day**.
In each of our 6 lessons students can achieve **4 (TALL) points** (Time, Attitude, Learning, Language)

> **Time** – arrive to lesson on time and remain in lesson
> **Attitude** – be respectful and ready to learn
> **Learning** – complete their learning **Language**
> – use appropriate language.

In addition to this student can achieve extra **'IMPACT points'** for going above and beyond. Examples of this can include an exceptional piece of work, helping out, manners etc.

All behaviour points are logged and tracked on Arbor. Each week points are tallied up and recorded on the points leader board along with being discussed with students.

The top 10-point scorers each term will be invited to the end of term rewards trip. Rewards trips take place in the last week of term and have included activities such as Go Karting, Swimming, Nail Salons and Blackpool fair.

Pupil Behaviour and School Discipline

The school aims to provide a safe, secure, nurturing and caring environment. In order to create this environment, we endeavour to promote an ethos of achievement, it is essential therefore that we support all our young people.

The school supports young people who may display challenging behaviour and recognises that all behaviour has a function. Therefore, we work closely with parents/cares to support pupils and identify proactive strategies to manage and minimise times when young people may present in this way.

We aim to, wherever possible, encourage pupils to take responsibly for their behaviour and 'put things right, if they need to' and if it is appropriate. Staff focus on the positives at all times and if required will talk to pupils about their behaviour using restorative justice approaches at the appropriate time.

Where challenging behaviour poses a risk to the health and safety of the young person, staff or others; staff may, once all other strategies have been exhausted and only as a last resort, have to include the use of reasonable force to reduce the risks to themselves or others.

Staged approach

Where a student's behaviour does not meet the expectations of the school, staff will apply our staged approach. Students have 5 opportunities to make positive choices in lesson.

Stage 1: Staff will apply behaviour strategies, assessing any potential causes and using encouragement.

Stage 2: 1st Warning and encouragement

Stage 3: 2nd Warning and encouragement

Stage 4: 3rd Warning and encouragement

Stage 5: A Final opportunity, which if not taken up will result in consequences including parental contact, lost learning or exclusion if appropriate.

Stages need to be visually displayed either through a display or on the whiteboard.

Time out space within the lesson should effectively be used to try and re-engage.

Lost learning:

Lost Learning will be applied to students who have chosen non-attendance of lessons without them having reasonable mitigating circumstances.

It will be applied after other strategies to modify this choice of behaviour have been exhausted such as our stepped approach to informing students of their behaviour choices.

Lost Learning will be applied by the subject teacher in conjunction with SLT. Lost Learning will be applied in response to a single event or because of a pattern of events.

It will be applied in the case of pupils refusing to attend lesson, unless there are exceptional circumstances. Examples may be:

-A pupil is refusing to attend (or engage in another room)

-A subject specific pattern of non-attendance has emerged

-A specific pattern has emerged weekly/daily/time

-A specific pattern has emerged relating to manipulating the TALL or in attending last lesson.

Non-engagement in lessons

Students who attend their lesson but do not engage in learning will not usually be considered as having Lost Learning. Their re-engagement will be the responsibility of the person leading the lesson. They will use our available strategies to help ensure engagement. These will include:

• Quality first teaching, engaging activities, appropriate differentiation and directed support

• Use of the school's stepped approach

• Use of agreed scripts

• Use of staged approach

• SPM (staff and pupil meeting) sessions

• Reasonable modifications to the learning activity

• Contact with parents/carers

• Consultation with SLT

If these strategies to engage learners in lesson fail, subject teachers can initiate Lost learning and will bring the appropriate information to SLT when 'lost learning' may be applied.

<u>Administration of Lost Learning</u>

If a student leaves a classroom without a timeout card or without a staff member, Lost Learning will be recorded on Arbor. Once Lost Learning is applied, it will be entered in on Arbor. This will be monitored by SLT.

Pupils will be asked to complete between **2.30-3.30 on a Tuesday for year 10 and Friday for all other students**. Contact will be made home on the day to advise of lost learning. **Lost Learning will run until 3.30 or when the learning is complete to a satisfactory standard – whichever comes first.**

In relation to consequences the school's aim in relation to pupils is to own their own behaviour, respect themselves and the rights of others, engage in learning and engage in positive relationships. Therefore, consequences are always age and cognitive relevant and are clearly focused to support mediation and resolution. Subsequently when staffs apply a consequence, they always ensure that:

- Related to behaviour

- They are certain and predictable

- Reasonable and in line with the school philosophy aims and ethos

- Maintain respect

- Repair and rebuild relationships

- Provide opportunities for learning.

- Ensure the safety of pupil/students and others.

Pupils should clearly understand what is expected of them. Staff should promote an atmosphere of positive encouragement and aim to be calm, positive and consistent at all times.

Behaviours should be taught in a positive way rather than merely intervening when unacceptable behaviours occur.

<u>Code of Conduct for staff at Impact</u>
- Staff should not shout as a means of reprimand.

- Collectively we reinforce positive behaviours.

- We praise achievements, no matter how small.

- We focus on the positives.

- We treat everyone with respect.

- Plan activities so that they involve more than one person or at least are in sight or hearing of others.

- Respect children and young people's rights.

- Provide access for children and young people and adults to feel comfortable enough to point out attitudes or behaviours they do not like, and try to provide a caring atmosphere.

- We remember that someone else may misinterpret your actions, no matter how well intended.

- We act as an appropriate role model.

- Any issues or concerns regarding behaviour plans, or the reporting and recording you must raise immediately with SLT.

    Staff do not:

- permit abusive youth/peer activities (e.g. bullying, ridiculing)

- Make inappropriate comments, or have inappropriate verbal banter with young people.

- Jump to conclusions without checking the facts.

- Make inappropriate remarks/ gestures or comments that are around gender, age, religion culture or sexual preference.

- Rely on our good name to protect us. It may not be enough.

- Believe it could not happen to us, it may.

Overall Philosophy
Staff should use planned behaviour management strategies and not react emotionally, avoiding public reprimands wherever possible.
It is sometimes necessary to remind a pupil within a group situation of what is or is not acceptable behaviour. However, this needs to be in a calm and succinct manner.

Managing Behaviour
Where necessary, pupil will have an individual behaviour plan. The plan is written with under the umbrella of the Team Teach approach to behaviour management. www.teamteach.co.uk The plan will outline the general approach to be used with the pupil detailing the language,/ consequence/opportunities through to positively hold procedures. The plan will be signed off by a member of SLT. The plan will be reviewed termly or sooner if the document needs to be amended or updated. Copies of behaviour plans are available to all members of staff who are involved with the pupil/students and centrally on school shared drive behaviour folder. Copies are made available to all parents and other relevant professionals with parents' permission.

Physical Contact

The schools Care and Control policy states the appropriate methods of using physical contact with pupils. Positive handling will only ever be used as a last resort by members of staff and the methods used will be that provided to the school by Team Teach.

On occasion there may be a pupil whose behaviour has been monitored over time who will require physical support at the very early stages of behaviour to prevent danger to themselves or others. Staff will use a planned approach at this time, which is recorded in the pupils' behaviour plan and has been agreed by the school leadership team.

It must be stated clearly that any form of physical chastisement will not be sanctioned by the school or L.A.

If a pupil leaves the building, they must be kept in eye site. If a pupil absconds from site, then staff will follow on foot and it they go out of site then staff members will inform parents / carers and also if it is necessary the police will be informed.

Pupils with Education, Health and Care Plans

DfE Guidance (Section 42) explains how in these difficult times every attempt will be made meet the pupils EHCP and that where the school has concerns about any individual pupil behaviour a stakeholder meeting will be convened in order that everyone, including staff, can be kept safe.

At Impact we always seek to use the lowest form of disengagements and the use of diffusion, distraction and diversion. We attempt to respond to the earliest sign of anxiety to prevent a situation from escalating.

Training

Training for all staff will be made available. Staff will attend Behaviour Management training through the use of Team Teach, this will be delivered by tutors who are fully trained and up to date with their certification. Behaviour management awareness and understanding will be given during induction process.

All members of permanent staff must complete a 12-hour Team Teach course. This course should be refreshed with 6-hour course every two years. For best practices and to ensure that all of the staff feel confident to take part in the use of Team Teach staff on all sites will revisit the refresher training annually. To keep on top of this training schedule there is a data base. Staff will be supported throughout the year by Team Teach Tutor, if there is a change is someone's behaviour, or if a new pupil arrives who is very challenge and may need holding. The staff will use staff meeting time to come together as a small class team to go over the different holds that maybe required. To ensure that the staff feel confident in carrying out this duty as a last resort.

If a member of staff is unable to do any part of the course, then a risk assessment maybe carried out if there is a need for one.

Additional training takes place for the use of CPOMS, which is a system which all staff must record incidents.

Additional training can take place with individual class teams when there may be a higher need for physical interventions due to the level of challenging behaviour displayed by pupils. Team Teach tutors

will spend a staff meeting time with individual class groups to recap over interventions and also to review any issues that may have occurred.

At times pupils may show significant change in behaviour and a class team maybe recording about a particular child daily. At this point there would be discussions with the class team, along with a review of the behaviour plan. The person responsible for behaviour will also spend time in the class observing the pupil and the adults around to look for triggers and later suggested different strategies to attempt to reduce the level of behaviour.

Staff will also take part in communication training as behaviour is a form of communication and often if staff can support a pupil to communicate appropriately to ensure that their need is met, this will reduce behaviour also.

Methods to support the staff in understanding behaviours are provided in the form of STAR charts or ABC charts. Along with a review of behaviour incidents and observation of pupils.

Strategies for dealing with challenging behaviour:

In Impact staff are reminded in training to use a tool box of strategies

- If you see warning signs.
- Diffusion
- Distraction

Use pupil's interests to re-engage them. This may happen at any point of a behaviour happening to break the cycle.

Some Do's and don'ts

Do

- Have a plan.
- Use nonverbal strategies to support de-escalation.
- Listen and acknowledge
- Describe reality
- Use positive language, corrective language
- Be aware of the tone, cadence and volume of your voice
- Allow silence for reflection
- Do use partial agreement
- Restate and paraphrase Use the 'Help Script'.
- Ensure boundaries that are reasonable enforceable and safe.
- Have items that pupils like to reengage them.
- Ask other people for help and accept it when offered this is our 'help protocol'.
- Be aware of and use personal space effectively.

- Use reward systems as appropriate to the pupils needs. Record these in the behaviour plan.

- Record/report incidents as soon as reasonably possible (before you leave the school premises)

- Ensure that amendments to behaviour plans etc. are agreed and signed off by a member SLT if you are using new strategies

- Share information with staff.

- Reengage pupils back into learning in association with Behaviour plan

- Celebrate achievements or positive behaviour with the use of the reward system and appropriate praise.

Don't

- Threaten remove personal belongings.

- Use punishments

- Leave pupil without supervision at times when they are anxious or in a crisis situation. -Time out – be clear what this means? Pupils need to be supervised at all times and this, must be timed and in line with the individual behaviour plan. There must be regular opportunities to reintegrate pupils back into learning.

- Mirror angry behaviour.

- Stand face-to-face or square up.

- Use rapid hand gestures

- Point or prod with the finger

- Fold arms invade personal space

- Forget that pupil's facial expressions can give a mixed message.

- Refuse basic rights, eating, drinking use of toilet.

- Put yourself at risk.

Recording

Where an incident of behaviour has occurred a record of the incident is kept. This record is made in the school electronic system. It is completed by the staff member involved and there will be witnesses listed. The reports will then be read by a member of the SLT. Data from the system is then collated by the schools SLT as to support whole school self-evaluation and improvement planning within this area of provision.

Staff will record behaviours and strategies on Arbor and update on the student's behaviour plan

- Behaviour plans should be shared with all relevant professionals must be talked through with everyone involved with that child/young person.

- It is everyone's responsibility to read know and understand the individual behaviour plans of children/young people.

Complaints

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Exclusions

If a pupil presents extreme or ongoing highly challenging behaviour the school reserves the right to place the pupil on a suspension. For further details in relation to the schools, policy please see the Exclusions policy which can be found on the school website.