Behaviour policy and statement of behaviour principles

St. Paul's Community Development Trust

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Content

Introduction

The D of E has published numerous legal documents to guide schools on managing behaviour and ensure that Headteachers and governing bodies are using these documents to create behaviour policies that will support staff to manage behaviour within the setting. The latest versions of DfE policy used including the guidance used in the development of this policy can be found at www.education.gov.uk/schools/studentsupport/behaviour.

This policy aims to:

Provide a consistent approach to behaviour management

Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Outline how pupils are expected to behave

Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

Outline our system of rewards and sanctions

Outline the role of Parent/ Carers in our student's school life.

Purpose

The purpose of the policy is to provide simple, practical guidelines for staff, pupils and parent/ carers which:

- Recognises behavioural norms
- Positively reinforces behavioural norms
- Promotes restorative practice
- Teaches appropriate behaviour through restorative practice
- Uses appropriate strategies and consequences for behaviour

Our Pupils

Most of our young people in St Paul's School have had interrupted history's in education and care. All of our pupils have an EHCP attached to them and all of them have a history of social, emotional and mental health issues, accompanied by a range of additional learning needs.

To variant degrees our pupils have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- Aged 11 to 19;
- Come from a variety of placing authorities.
- Some present a range of harmful behaviours.

Principles of Our Approach to Behaviour

St Paul's school aim is to use restorative practice and **ALL** staff are committed to dealing with behaviour restoratively, when and where possible.

"Restorative processes bring those harmed by crime or conflict, and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward."

As a School we also understand that restorative practice is not the only way to work with our pupils, and therefore we will use appropriate strategies and consequences when needed.

At St Paul's we recognise that behaviour can change in one or more of the following ways:
- Appropriate behaviour can be increased.
- Inappropriate behaviour can be decreased.
- New appropriate behaviours can be instilled.

Behaviour is communication of needs. These needs may be real or imagined, related to the immediate situation where the behaviour is displayed or an indication of other underlying concerns or difficulties.

Behaviours, thoughts and feelings are linked. Considering what a person was thinking and feeling is key to understanding their behaviour and in supporting them to make more positive behaviour choices.

Pupils of St Paul's are taught to have an increasing responsibility for:

- Their own behaviour
- Recognising the impact of their behaviour on others'
- For determining consequences of behaviour
- For solving problems and repairing harm
- Expressing themselves confidently and clearly

Restorative Practice (RP)

One of the most effective behaviour management strategies in schools has been shown to be restorative practice. Using reflection and restorative practice, pupils and staff will focus on the harm caused rather than the rule broken, the feelings of the event rather than the expected consequence and on repairing the harm rather than punishing the harmer. The pupils are the focus of using RP which allows them to develop skills in thinking of creative and valuable solutions to the problems and in peaceful conflict resolution, whilst understanding how to reflect on their own choices. Restorative practice is our focus when dealing with inappropriate behaviour across the whole school. To ensure our methods are age appropriate slightly different techniques are used with the Primary and Secondary School.

Restorative Scripts and levels of RP
Affective language in and around school is essential during positive and corrective interactions with pupils, parents/carers and is an expectation of all staff. We teach our pupils to empathise and understand cause and effect by linking behaviours, thoughts, and feelings with consequences, including harm. We can use phrases such as:

- "I feel really pleased when you work hard, because I know you'll be making progress."
- "Thanks for opening the door, that's kind, you make me feel appreciated."
- "I feel worried you are talking during this activity because you're not achieving as much as you can."
- "I feel upset you are disturbing the lesson because I worked hard to prepare something interesting for you."

Restorative Justice:

- A **restorative** school takes a **restorative** approach to resolving conflict and preventing harm. **Restorative** approaches enable those who have been harmed to convey the impact of this to those responsible, and for those responsible to acknowledge this and take steps to put it right.

- Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

- This approach has many benefits, including increased attendance, reduced exclusions and improved achievement.

- It can alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

- To be effective, restorative approaches must be in place across the school. This means all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it. As a result, restorative schools adopt a whole-school approach to restorative methods.

- https://www.restorativejustice.org.uk/restorative-practice-schools

- St Paul's School seek to adopt a restorative approach to resolving conflict and incidents in school, including bullying. This approach is used reactively: to challenge parties to reflect on why an incident occurred and its impact on others, and to consider ways to make amends; and proactively: to recognise issues between parties and seek to resolve them.

Both the secondary and Post 16 departments use restorative scripts and levels of RP, the language and setting will be adapted to the scenario and to be age appropriate.

Values

HONESTY: We communicate our ideas sincerely and respectfully, whilst recognising boundaries and building strong relationships.

EMPATHY: We meaningfully connect with one another and work through difficult times together.

AMBITION: We are honest about our true potential, and we encourage each other to be the best we can be.

RESPECT: We value difference and respect each other's opinions

TRUST: We believe the honesty and reliability of others.

Expectations

The schools have a set of five overarching expectations. The school rewards systems are linked to these. The expectations are:

•   Stay calm and behave safely

•   Allow others to learn

•   Be respectful and tolerant of others

•   Listen carefully and follow instructions

•   Work hard and do your best

Meaningful engagement in Learning

To help reluctant learners engage in education, our teachers pay attention to social order and physical structure in their classroom to provide an appropriate learning environment. They do this by consistently following the principles of good classroom management. The Senior Leadership Team routinely monitors classrooms formally and informally to ensure that these techniques are consistently applied.

- Classrooms are free of clutter and mess. Physical space is clean and well-kept.

- Pupils' work is well organised, easily accessed and regularly assessed.

- Appropriate resources for the lesson are organised and on hand prior to start.

- Lessons are planned to ensure that students engage effectively at their individual level.

- Staff welcome students to the classroom to ensure a calm start to the lesson.

- As appropriate students follow seating plan.

- Pupils have opportunities for "time out" as appropriate and when needed.

- We have a lesson by lesson and individualised rewards system in place.

- Teachers introduce the lesson objectives at the start of every lesson.

- Teachers control the working environment and dictate the lesson structure.

- Teachers direct the support staff available for the lesson.

- Teachers plan lessons that allow adequate time at the beginning to settle and present starter activities and allow time at the end to offer a plenary and reflect on the points for the lesson.

- Teachers begin each lesson with an appropriate and relevant starter activity

- Teachers organise the room by organising pupils' work, resources and materials before the lesson

- Help students a sense of pride and ownership in their learning environment by displaying their work and encouraging them to keep classrooms clean and tidy

- We adapt learning to enable all students to access their education at their individualised level in respective of their literacy related needs.

Transition and Break Times

The periods in the school day where pupils are out of the classroom, either in transition between classes or at break times, are often the most difficult times to manage effectively. It is essential that staff communicate and work together to ensure that these periods flow as smoothly as possible and that young people arrive for their next lesson or break on time.

Teachers should wait at the door of the classroom at beginning and end of lessons to monitor pupil movement, assist in transition and make sure that pupils leave and enter classrooms in a calm and orderly manner. Support staff and teachers who are not teaching in the next lesson should support this process by placing themselves strategically to pre-empt any issues at this time.

At break times all young people are guided by their support staff to the break rooms and supervised by their staff. At the end of break time the procedure should be managed in reverse, where pupils are supported to the classroom for their next lesson.

Should it be required, it will be possible for a student to take part in a 'working break' with a member of staff. The teacher concerned should spend some time with the young person to ensure that they and their staff understand the work they have to do.

The structure of the school day

Generally most pupils at St Paul's School respond well to the consistent structure to their school day. We take into consideration the needs they may have regarding remaining focussed; socialising with peers and participating in group activities. The routine of the school day, the timetable and length of lessons provide an appropriate structure to meet these needs and satisfies the minimum expectations for weekly in class time.

Rewards and incentives

The school operates an incentives and rewards system based on Reward Points. Every pupil can earn points each lesson by following the classroom expectations and working towards individual behaviour targets. At the end of the lesson, the plenary is used, in part, to review each student's points for that lesson. Pupils who do not meet the required threshold may receive a Working Break. Students NEVER lose points during a lesson but may FAIL TO ACHIEVE them.

At the end of each week, awards and rewards such as certificates and reward activities are given on the basis of points earned over the week.

St Paul's School, we recognise positive behaviour, and believe that this should be highlighted through praise, affirmation and rewards. Within our school we have a range of rewards which are consistently applied throughout the school;

St Paul's Shop

With St Paul's shop, each student will have a chance to accumulate points through good behaviour and spend these points on a variety of prizes of their choosing. This will work in tandem with the daily points system, to encourage not only acting within the school's expectations but beyond. This system will hopefully incentivise the children to push themselves beyond just attending lessons and encourage them to strive for excellence, compassion, and independence.

Weekly Rewards afternoon

Each week pupils have an opportunity to obtain top tier, this is monitored through our lesson-by-lesson points system. Pupils will get various points for different targets:

- Punctuality
- Remaining in lessons
- Completing work
- Exceeding expectations

The 6 pupils that receive the most points are the pupils that attend the Friday reward treat. However, to ensure all pupils receive a fair chance to receive the Friday Treat, pupils cannot go three times consecutively and are instead compensated for on their third occasion with shop points.

Phone calls

To praise our students for positive behaviour and good work, we ensure that phone calls are made to parents/ carers, to update them on pupil progress. These phone calls are made every Friday by form tutors.

Sanctions

Intervention:
This is to a large extent determined by the young person's ability to engage positively after a situation that has arisen when a student did not engage to a sufficient enough level in a lesson or series of lessons. Intervention is an opportunity to catch up on some of work missed that lesson, or to improve on work that is of the expected standard for that pupil. Interventions are not 'carried over' to the next day so that pupils always have a fresh start each day, this means that pupils will miss out on their last period which is "enrichment" and will be completing their intervention in this timing. It is most important, during interventions, that a member of staff helps the pupil reflect on the lesson and consider any reasons that might have led to their disengagement from the lesson.

Time Out
Sometimes students may struggle to maintain their behaviour within the group. They may become disengaged from the lesson and disrupt the learning of others. When other strategies have been exhausted it may be appropriate to direct them to an alternative area to give them time and space to re-engage in their learning.

When possible, they could use a designated "time out" area in the classroom. This allows them to take time away but without isolating them from the lesson. When this is not possible, Time Out

should take place in an empty classroom or reflection room. It should not take place in the corridors or on the stairs.

If a pupil wishes to use one of these passes, they must meet the minimum requirement of being in their lesson, listening and participating for a minimum of twenty minutes. This is to ensure passes are not abused and pupils are getting their work done. Passes last for five minutes and can be used for toilet breaks, fresh air or time out in the hall. Whilst a pupil is using this pass, they must not disturb other lessons or go off site. Pupils must return to their lesson after the five minutes has passed.

Exclusions

St Paul's School believe that exclusion is often counterproductive when working with young people who have experienced rejection from education in previous school placements. However, there may be occasions where the actions of a young person lead to no alternative on the grounds of safeguarding for them and those around them.

The school does not take the decision to exclude lightly. All exclusions must be authorised by the Headteacher. Exclusions are determined in accordance with the SEND code of Practice.

Reasons for Exclusion:
The decision to exclude a pupil should be taken only:
- In response to serious breaches of the school's behaviour policy; AND,
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Acts that may result in exclusion:
- Acts of threatened or actual deliberate physical violence against students and staff
- Acts of extreme or constant disruption leading to serious instability in the class or school group
- Acts of drug or alcohol misuse whilst on school premises or supplying drugs
- Extended periods of non-cooperation in the school routine involving or leading to previous acts
- Acts of sexual abuse or assault
- Acts of general, sexual, racial, or homophobic bullying
- Possession, use or threatened use of an offensive weapon
- As a result of safeguarding allegation
- Damage to property
- Repetition of concerns

Given the nature of our students' needs and difficulties, we do not use exclusion as an automatic response. Each situation is treated on a case-by-case basis: assessing the level of risk; considering the needs of all those involved; and reviewing the wider context in order to decide whether exclusion is appropriate.

Reasonable Force/Team Teach

Physical intervention is seen as a LAST resort and only used if reasonable, proportionate, and necessary as we believe in a hands-off approach. We only use team teach holds if the student is putting themselves and others around them in a situation of unsafety and harm or if the student is damaging property. More detail, including powers to search pupils and confiscate items is set out in

our Care and Control Policy. All pupils will need to have a written positive handling plan which sets out physical intervention needs and methods. These are shared with Engagement Team, SLT and parents / carers, reviewed at least termly and a signed, up to date copy kept in the pupil file. Our staff undergo team teach training to ensure they understand and are clear with the correct techniques when holding the pupils.

Reintegration and Refocus Programme

If students do not comply and are consistently refusing and showing negative behaviour, it will result in students being placed on a refocus and reintegration plan. The outcome will result in students being taught offsite and slowly reintegrated into school with the vision of being at school full-time again. St Paul's Reintegration and Refocus program was created in May 2021, to provide further support and targeted intervention for pupils who have significant needs that impact their access to in-school learning.

With a reduction in on-site learning hours or being educated off-site, the plan uses a focus on; regular SEMH assessments, set targets and observations, staff feedback - alongside pupil and parent views. This ensures any barriers a pupil may face are carefully supported and managed. We carefully apply techniques and strategies for addressing behaviours that prevent access to learning. This is offered through a flexible timeframe suited to a pupil's needs, as an individual.

The program has been proven to be successful in underpinning new barriers that consecutively occur in the pupils on-roll. This allows pupils, with the use of staff, parents/carers, and other professionals, to refocus on their behaviour conduct and attitude to learning. It gives pupils the necessary time to address and develop the skills that have recently been displayed and caused a regression in their personal abilities.

Bullying

Within our school we have a zero-bullying tolerance as we believe every child should feel happy and safe coming to school. We work as a team to discourage and prevent any forms of bullying in our school and will provide suitable support for both intimidator and victim. *Please refer to the anti-bullying policy for further guidance.*

- At St Pauls' School we do not tolerate bullying, we work as a team to discourage and prevent any form of bullying behaviour in our school.
- We will always look at the reasons for the bullying to ensure we are providing support to both the 'bully' and the 'victim'
- Pupils, staff and parents / carers are consulted and will contribute to bullying monitoring, policies and procedures. Following our behaviour strategies and research, we use a restorative approach as it is deemed the most effective way to tackle bullying.
- With reference to peer on peer abuse we will ensure relevant training and safeguarding practices are put in place in line with KCSIE part 1.

Serious Breach of school behaviour policy

In cases of students bringing in illegal substances or weapons, St Paul's would well result in permanent exclusion, irrespective of the quality of the students' previous conduct record. We will liaise with multiple agencies to ensure these pupils are receiving the correct support to understand the seriousness of their actions.

Positive Regard, Positive reinforcement and assertive discipline

St Paul's School promote equality and positive regard for all members of the community. Positive regard for the individual is supported by all members of the staff team and reference to stereotyping actively discouraged and challenged. It is imperative that recognition is given to the individual personality of all pupils so that appropriate ways of working can be identified and developed. Staff must always provide positive role modelling, with pupils and each other, in order for young people to identify with what is culturally acceptable within the school and in order for the unacceptable to be challenged consistently.

Whilst a system of appropriate boundaries and methods for intervening with behaviours exists within the school (see later sections), emphasis is given to the positive reinforcement of appropriate or progressing behaviour through praise and reward, such that the pupil identifies these occasions with success and achievement. Inappropriate behaviours are challenged in such a way as to allow pupils to reflect on what they have done, take responsibility for their actions and consider alternatives. The school does not seek to provide a punitive regime and, whilst on occasion interventions have to be initiated in order to keep young people safe, time for reflection and discussion should always be considered a part of the process in order to support the behaviour of our young people.

The teaching staff team operate a model of "Assertive Discipline" in which the personalisation of requests to pupils is absent, preventing transference of or disassociation from behaviours that are being challenged. This gives the pupil no other option but to take ownership of their behaviour, the responsibility for their course of action remaining with the individual. Teaching staff are instructed to use the phrase "Your direction is....." before making a request in order to achieve this model, and should do this three times before the pupil incurs a consequence for their actions. By insisting that all teaching staff use the same phrase and give the same number of chances before action the school can provide a high degree of consistency in which all pupils are aware of the process and have the opportunity to feel safer within these boundaries. Non-personalisation of the way in which challenges are made also allows staff to target the behaviour and not the individual, allowing the maintenance of positive regard and removing any personal bias that may exist in the pupil-teacher relationship.

The strength of a pupil-teacher relationship should never be underestimated when supporting pupils in managing their behaviour and an essential aspect of the teaching staff role is to develop strong, trusting and appropriate relationships with the pupils who attend the school. Engaging pupils in learning takes a wide variety of skills and experiences, but paramount to all is the ability to communicate effectively with young people. Positive regard for the individual allows teachers to build relationships with pupils equally but inevitably there are those with whom the staff member finds it easier to relate. It is important that teaching staff are supported in developing these relationships and are allowed to utilise them effectively when teaching and challenging behaviour around the school.

b. **Learning resilience and emotional literacy**

The school places an emphasis on enabling the young people to develop resilience and emotional literacy. This happens through the formal curriculum in PSHE lessons and tutor sessions, and incidentally through every aspect of school life.

Examples of ways we encourage pupils to be resilient are:
- developing Growth Mindset;

- teaching skills and strategies to enable them to pick themselves up after setbacks;
- demonstrating that making mistakes is an essential part of learning;
- recognising when they have shown resilience in their learning or in their general attitude.

Examples of ways we encourage pupils to develop emotional literacy are:
- teaching them to express their views and feelings about issues in an assertive way;
- naming and recognising their feelings;
- helping them take charge of their feelings and make positive behaviour choices;
- helping them to understand how their behaviour may impact on the feelings of others;
- building positive relationships with everyone in school community.

Planning for the individual

Whilst it is important to have an overall regime to give structure and consistency to the school day, the needs of the pupil are addressed on an individual basis. Each pupil has their own, unique range of needs that cannot be addressed by a 'one way fits all' system, and information gathering and planning for the individual is critical in order to help them engage and make progress within the overall school system. A young person may often present behaviour that challenges in circumstances where they feel unsure or fearful, are unable to access the learning being offered, do not feel included or their needs are not being met. Careful and accurate planning for the needs of the individual can ensure that the learning opportunities presented are appropriate to the needs of the pupil and so work to increase levels of self-esteem and inclusion, and potentially lessen the young person presenting particular behaviours.

Such planning must begin at the referral stage and continue its development through every aspect of a young person's school placement in order to deliver a package most appropriate to the needs of the individual. The following systems and procedures enable the school to assess and identify the needs of the pupil and put in place appropriate documentation and processes to support the pupil in their education.

- The Referral and Assessment process
- Baseline assessments, tracking and review
- Risk Assessments and Positive Handling Plans
- Individual Education Plans & Behaviour Support Plans
- Personal Education Plans and EHC Plans
- Placement Plans
- Differentiation

Risk Assessments and Positive Handling Plans

Risk assessments for young people are constructed prior to admission, based on information collected from previous placements and/or involved agencies and are developed as our knowledge of a young person in placement increases. These assessments give detailed information as to the likelihood of risk to or from a young person in all areas of daily life such that all staff are aware of likely occurrences and can plan for them accordingly. Alongside the risk assessment, and developed using the information contained therein, the positive handling plan details the methods of intervention with an individual that are appropriate given their past history and current needs. Both tools provide a clear and consistent framework, within which all staff should adhere when working

with an individual to keep them safe. Such consistency of practice allows the young person to understand how staff will respond to them, providing clear boundaries in which to keep them safe and so lessening increased anxiety leading to more challenging behaviour. Should behaviour escalate to a point where restrictive physical intervention becomes necessary, the behaviour plans also document the methods appropriate to the individual, such that intervention can take place in a manner that quickly keeps safe and de-escalates a situation, by a process that does not further arouse the emotions of a young person.

Individual Education Plans and Individual Learning Plans

Each young person has an individual education plan (IEP) identifying targets which are relevant across the curriculum and school day and must be SMART (Specific, Measurable, Achievable, Realistic, Time bound). The IEP determines appropriate strategies and resources necessary to enable a pupil to work towards a target with the help of staff. Whilst identified and reviewed by the class tutor, in conjunction with relevant teaching staff and the pupils, they are the responsibility of all teaching staff to consider and develop in the school day. Targets are relevant to the identified needs of the individual pupil in order that they have the opportunity to progress in key identified areas. Pupils are encouraged to work towards these targets. IEPs are reviewed and re-written at least once every term.

In addition to the IEP is the St Paul's Learning Plan. This plan takes an identified Subject or Behavioural/Social target and further breaks it down into a wider range of actions and strategies applicable to all areas of the school day. The behavioural/developmental target is determined through use of the Boxall Profile, a behavioural diagnostic tool applied to all young people at the school.

Through the use of the learning, it is possible to help a young person focus on a particular area of learning or behavioural/social difficulty and work through a process of modification linked to the curriculum. Should the desired result not have been achieved at the end of a term, the target can be modified to make it more Achievable and Realistic, such that the young person can continue to be supported in modifying behaviour but with a slightly more realistic target.

IEPs are also communicated to the care staff team, and appended to placement plans, such that these targets can continue to be worked on in the home through use of homework or the extended curriculum. Communication between tutors and keyworkers is essential if action and progress are to be reviewed appropriately.

Pupils conduct offsite

Our students represent our school both onsite and offsite, this means that the students are expected to conduct themselves in a respectful manner. Our rewards and sanctions will be continued off site as well to ensure students keep themselves, peers and staff safe. According to Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable." Any non-criminal or poor behaviour that the school is notified or witnessed a student from St Paul's do will result in us sanctioning the students accordingly to this behaviour policy. In response to any criminal behaviour the school will report this to the police or if this is notified to the school, we will cooperate fully with them.

Teachers can discipline pupils for misbehaving outside of school premises to such an extent that is reasonable. (Misbehaviour that results in an effect on running the school, poses a threat to pupils/staff/member of public or adversely affects the reputation of the school.) This includes school organised or related activity, travelling to or from school, wearing school uniform or in some other way identifiable to school.