

# Heart of the Forest Community Special School

## Behaviour Policy



<b>Approved by:</b>	HoF Governing Body	<b>Date:</b>	7/2/24
<b>Last reviewed on:</b>	March 23	<b>Next review date:</b>	Feb 2025
<b>Website:</b>	Yes	<b>Type:</b>	Statutory

## Contents

<b>Contents</b>	<b>Page</b>
Aims	3
Roles and Responsibilities	3-5
Positive Behaviour Management	5-6
School Rules	6
Rewards and Sanctions	7-9
Physical Intervention	9-10
Suspensions and Exclusions	11
Prohibited Items	12
Equal Opportunities	13
Monitoring and Review	13

This policy aims to provide a whole school, consistent and positive approach towards behaviour management, with a focus on individual needs. All staff are aware that behaviour is a form of communication and that it aims to create a purposeful and positive learning environment in which pupils feel safe, heard and are able to develop as individuals. As a Thrive school, we have Thrive embedded within our ethos. We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise this is core to our work as a school.. Our school environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impact on social, emotional and academic development and learning. Drawing all these elements together is a long-term vision for the school. We recognise that behaviours can be learned and within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defence or discharge responses and might feel overwhelming. Attentive, observant adults working in relationship with children are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways. We are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on others.

## **Aims**

We aim to;

- Keep pupils safe.
- Being able to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others is core to our learning.
- We aim to enable pupils to experience challenges, succeed in their learning and have a sense that learning can be fun and relevant to their lives; to become independent, self-aware learners – socially, emotionally and academically, to be enthusiastic and foster a willingness to take risks.
- From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society.

- Gaining a sense of pride and building self-awareness through planned and incidental social and emotional learning and positive experiences is part of the ethos of our school.
- Reinforce appropriate behaviour thus encouraging positive attitudes in pupils.
- Enable pupils to develop meaningful and functional communication and social skills.
- Encourage respect, tolerance and kindness.
- Record and monitor challenging behaviour with the aim of identifying causes and developing individual strategies to improve behaviour and access to learning.

## **Statutory Requirements and Guidance**

This policy was written in consultation with the staff and Governors of Heart of the Forest School and complies with the statutory requirements set out in the SEND Code of Practice 0-25 (2015) and has been written with reference to statutory guidance and documents.

## **Roles and Responsibilities**

### **Governors**

The Governing Body is responsible for reviewing and approving the behaviour policy in conjunction with the Senior Leadership Team (SLT). They are also responsible for monitoring the policy's effectiveness and holding the senior leadership team to account for its implementation.

### **Senior Leadership Team (SLT)**

The Senior Leadership Team are responsible for reviewing and approving this behaviour policy.

The Senior Leadership Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this to ensure rewards and sanctions are applied consistently.

Our school adopts a range of interventions and strategies to help pupils manage their behaviour and reduce the likelihood of suspension or permanent exclusion. It will often be necessary to offer interventions / support outside the classroom in small group or one to one activities. These interventions are planned and appropriate support can be provided by the pastoral team.

## **Pupils (where able)**

We expect that pupils will:

- Show respect to other pupils and adults.
- Respect all property
- Be kind and caring towards one another
- Evaluate and modify their own behaviour to the best of their ability

Staff will:

- Implement the behaviour policy consistently
- Model positive behaviour
- Record detailed behaviour records using CPOMs
- Boost pupils' self-esteem.
- Understand that behaviour is part of a pupil's communication systems
- Validate pupil's emotional responses and support pupils to learn to self-regulate.
- Recognise that some pupils will need a personalized approach to helping them manage their behaviour as discussed and agreed with the pastoral team.
- Positively reinforce good behaviour.
- Work collaboratively to understand all aspects of behaviour and change.
- Work proactively with outside agencies such as CAMHS, DCYPS and any other lead professionals with regards to behaviour support.
- Liaise with parents about all aspects of their child's development including their behaviour
- Attend regular behaviour management training updates
- Use language that cares when supporting pupils and recording incidents

### **Parents/ Carers will:**

- Be supportive of this behaviour policy
- Be involved and support us in helping to meet our aims
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.
- Be informed about and fully involved in every aspect of their child's behaviour
- Be involved in writing regulation support plans for their child.

## **Positive Behaviour Management**

Behaviours are less likely when the pupil understands and is understood by those around them. See policy **Total Communication environment**.

Behaviours are less likely when emotional responses are acknowledged and understood.

Staff receive Team Teach behaviour management training. Behaviour management strategies used in school will be diverse, to suit the needs of the pupils, but the underlying principles will be the same.

Staff will differentiate between pupils, using strategies appropriate to the individual. Some pupils, whose behaviour needs are greater than others will have a regulation support plan in place, which will be consistently adhered to by all staff who come into contact with those pupils. Plans are working documents and are reviewed and updated regularly. Strategies used in regulation plans should always be consistent to aid de-escalation of distressed behaviour.

### **Preventative strategies include:**

- Being well prepared for lessons.
- Delivering a suitable curriculum challenge with appropriate activities.
- Being aware of pupils' backgrounds and any emotional fragility.
- Being aware of pupil dynamics within a class.
- Ensuring clear, consistent communication
- Ensuring routines are understood by pupils.
- Being aware of pupils' preferred ways of interacting and playing and building on this knowledge.
- Having a consistency of approach and setting clear parameters for pupils.
- Understanding and diverting trigger points for individual pupils.
- Having high expectations of standards of behaviour.
- Using humour to help defuse a situation or lighten an atmosphere.
- Raising self-esteem e.g. by having a positive approach to all pupils, giving praise, giving responsibility, encouraging peer praise.
- Facilitating opportunities for independence.
- Liaising with parents/carers.

- Being aware of Pupils who have a regulation support plan and adhering to it

We have designated 'calm spaces' across school which can be used for self and co-regulation. These are soft seats with a small box of resources for staff to support pupils with. These spaces are for pupils to regulate emotions. They are spaces that pupils will choose to go, supported by staff.

## **School rules**

At Heart of the Forest School our expectation is that all pupils will be:

- **Ready to learn**

For example: We work hard. We complete our tasks to the best of our ability. We follow adult instructions. We ask for help when we don't understand or need extra support. We find the resources we need to complete the task. We work as independently as we can. We keep trying. We can say what we are learning.

- **Respectful to themselves, to others and the environment**

For example: We are kind and helpful – we do not hurt people's feelings. We look after property. We listen. We tell the truth. We use kind, respectful words and not 'red' words. We share resources and take turns.

- **Safe**

For example: We use kind hands and feet -we do not hurt others. We do not hurt ourselves. We do not put ourselves or others in danger. We walk through the school safely. We enter and leave school appropriately each morning and afternoon.

## **Rewards and Sanctions Systems**

**The underlying principle of how positive behaviour will be rewarded is praise. When giving reward to pupils we always make it clear why we are rewarding them. We use praise to help pupils appreciate how their achievement has been recognized. It acknowledges effort, focuses attention on relevant behaviour and fosters intrinsic motivation.**

Rewards given might include:

- Approving nod, smile, look
- Private praise

- Public praise
- Stickers
- Certificates
- Class star of the week
- Class reward systems
- Being given special responsibilities

### **Sanctions/Consequences**

Some pupils chose to misbehave and disrupt the learning of others with intent. Where this is evident, Heart of the Forest staff will implement sanctions and support the pupil to understand the impact they are having on their peers. When a member of staff becomes aware of misbehaviour, they will respond predictably, promptly and assertively in accordance with this policy. The aim of any response to misbehaviour will be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn, thrive and prevent the reoccurrence of misbehaviour. To achieve these aims, the response may have different purposes. These include:

- **Deterrence:** sanctions can often be effective deterrents , these will be pupil specific but included in the list below.
- **Protection:** keeping all pupils safe is a priority at Heart of the Forest. As a protective measure in response to misbehaviour a pupil may be removed from a lesson, this may be immediate or after a risk assessment and in agreement with SLT.
- **Improvement:** pupils will be supported to understand and follow the school rules and to understand the impact of their misbehaviour on others. This could include a restorative conversation.

**Sanctions** might include:

- Not being awarded stars on their chart or getting yellow or red on their behaviour chart instead of green.
- Loss of favoured activity/ resource.
- Time-away from the class for a timed period, no longer than 20 minutes unless risk assessed and agreed with SLT.



- Required to complete missed work during break time or choice time.
- Required to clean up / tidy up mess they have created.
- Call to parents and carers.
- Loss of break or lunchtime play.

### **Prohibited Sanctions**

The Children's Act 2004 specifically prohibits the use of the following:

- corporal punishment
- deprivation of food or drink
- the use or withholding of medication, medical or dental treatment
- intentional deprivation of sleep
- requiring pupils to wear distinctive or inappropriate clothing
- the restriction of visits or communication
- the use of accommodation to restrict physically the liberty of the pupil
- imposition of fines
- intimate physical searches

### **Physical intervention**

On occasions some pupils can exhibit behaviours which may need to be managed by using physical intervention. New provisions came into being on 1st Sept 1998, clarifying the use of force in schools and were revised in July 2002. The Use of Force to Control or Restrain Pupils (Sec 550A of 1996 Ed. Act./amended in 2002)

### **Corporal Punishment**

Any form of corporal punishment (i.e. deliberately intending to punish a pupil by physical contact) is forbidden by law.

### **Using "reasonable force" When?:**

- To prevent a pupil committing a criminal offence;
- to prevent a pupil injuring themselves or others (including absconding and running in a corridor where they may endanger others);
- to prevent a pupil damaging any property;

- to prevent a pupil behaving in a way which compromises good order and discipline

**Who?:**

- Heart of the Forest employed staff who; are Team Teach trained and their qualification is in date and they are employed by the school.

**How?:**

- staff are trained in Team Teach. Any physical intervention should be in accordance with this training;
- the needs of the pupils should be paramount in all situations;
- staff should ensure that any interventions are reasonable, proportionate and necessary;
- staff should focus on de-escalating behaviour;
- physical intervention should only be used when all other strategies have failed or circumstances are so severe that immediate intervention is necessary, reasonable and proportionate;
- Restrictive Physical Interventions (RPI) should be in accordance with Team Teach strategies and written into the pupils' regulation support plan, which are working documents and shared and agreed by parents/carers.

**Recording**

All behavioural incidents should be recorded on CPOMS on the same day. All Restrictive Physical Interventions (RPI) must be recorded on the electronic Team Teach form and uploaded to CPOMS.

Staff should follow the Behaviour Reporting Flowchart, alert those identified and ensure actions are completed. In all circumstances, where physical intervention is required or there is the potential to use a physical intervention, a regulation support plan must be written. Parents should be part of the process of writing a regulation support plan, which is a working document signed by the Pastoral Lead, parents and staff working with the pupils. Parents will be informed of any changes to this document. Parents must be informed about the use of RPI's with their child. This must take place on the same day, in the method agreed and documented on the regulation support plan. Any injury that occurs as part of a behaviour incident must be recorded on CPOMS, an accident form must be completed and sent home to parents.

## **Staff debrief**

Good staff physical and mental well-being is essential to providing calm and safe classroom environments. Managing disruptive and challenging behaviour can be very stressful for staff, especially if a physical intervention is necessary or staff have been hurt. A member of SLT or Team Teach Tutor will always conduct a staff brief after any serious incident. During a debrief, we reflect carefully on the incident to seek improvements that we could make to prevent or reduce future escalations or finds ways to improve crisis management.

## **Monitor and review Regulation Plans**

Regulation support Plans and Risk Assessments will need updating in consultation with the Pastoral team, parents/carers and other professionals. This should take place if the pupil's needs change, or at least once every big term.

## **Suspensions and Permanent Exclusions**

Heart of the Forest School adheres to the statutory guidance and regulations on suspension and permanent suspension from the DfE. In addition, Heart of the Forest School complies and adheres to requirements set out by the Local in the event of having to make a decision regarding the suspension or permanent suspension of a pupil.

A decision to suspend a pupil will only be taken after all options have been exhausted in response to an imminent risk to the physical and emotional well-being of the pupil or a member of the school community, or risk of serious damage / loss to school property or has seriously broken the schools behaviour policy.

The decision to suspend a pupil can only be exercised by the Head Teacher and this must be on disciplinary grounds. Any decision to suspend must be lawful (with respect to the legislation relating directly to suspensions and a school's wider legal duties), rational, reasonable, fair and proportionate.

The Head Teacher will, without delay, notify the pupil, parent / carer, Governing Body and the Local Authority (GCC) of any suspensions or permanent suspensions or

Following a period of suspension parents/carers will be asked to attend a re-admission meeting where behaviour targets will be discussed and a Pastoral Support Plan set up.

The maximum number of suspensions allowed in any one year is forty-five days.

Permanent suspension is the final sanction but move, through the Annual Review process, to a suitable school is always the preferred option.

## **Prohibited Items**

Searching for prohibited items can be carried out by the Head Teacher and staff who have been authorised to do so. These searches can be carried out without consent and within the parameters of the guidelines 'Prohibited items' are defined in Behaviour and Discipline Guidelines 2016.

Power to search without consent for prohibited items, including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons, knives, illegal drugs and extreme or child pornography will always be handed over to the police.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies.

## **Educational Inclusion and Equal Opportunities**

The Governing Body of Heart of the Forest School is committed to the inclusion of all pupils to ensure all pupils receive their statutory curriculum entitlement. The Head Teacher will ensure this policy is applied fairly and without prejudice. Responses to pupil behaviour will be consistent in the context of the individual special educational needs of the pupil concerned.

### **Monitoring and Review**

The policy will be reviewed every year, unless circumstances dictate that it should be reviewed sooner. The policy will however be updated should there be any amendments or changes to practice or procedure. The policy will be reviewed and revised by the Pastoral Lead and approved by the Governing Body.