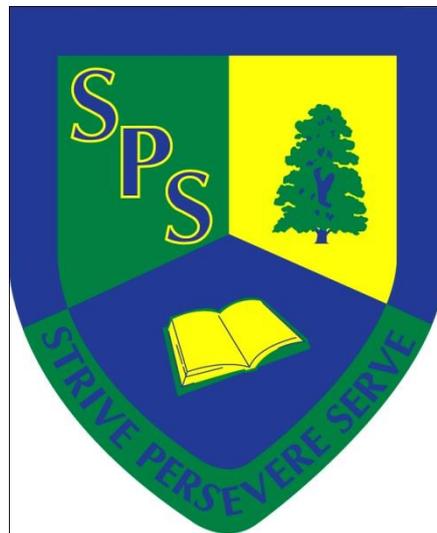


Sandfield Park School



Behaviour Policy

Reviewed: September 2022

Introduction

Sandfield Park School consists of Sandfield Special School, The Alder Centre for Education (ACE) and The Hospital School. It must be recognised that the pupils across the school have very different needs and that this policy must take account of these needs when applied.

By consistent policy making and encouragement, all staff have the responsibility for maintaining good behaviour throughout the school and model the types of behaviour encouraged by school policy. Pupils, parents and all staff are expected to be positive role models. Some pupils will follow individual behaviour plans as per their needs.

Behaviour Policy

The policy is based on Section 89 of the Education and Inspection Act 2006. It is designed to provide a safe, structured environment for pupils. The school tries to educate pupils within a moral, spiritual and cultural context. The school's moral code includes the importance of self-discipline and self-respect and encourages the basic virtues of honesty, fairness and politeness. The school rules are pupil generated. Sandfield uses positive intervention as required.

Rewards and Achievement

Rules are designed to promote good behaviour and provide a safe environment in which pupils can feel valued, enjoy school and learn. We have a rewards and achievement policy which helps promote good behaviour. Positive strategies (rewards) can be used to motivate pupils to behave positively. In order to promote **good attendance and** positive behaviour we:

- Encourage positive self-esteem.
- Help to reinforce good behaviour.
- Draw other children's attention to good behaviour.
- Help to develop a positive and friendly climate in the classroom.
- Help pupils to understand what we expect of them.

Rewards can be given in the following ways:

Nonverbal praise:

- A smile
- High 5
- Nodding of head
- Thumbs up

Visual Praise:

- Written words on pupil's work
- Merit stickers and agreed rewards
- Student of the week award
- Subject awards
- Written messages to parents via home/school book/ photo, videos class dojos, postcards, school reports on EFL etc...

However if rewards are given they must be meaningful for the pupils and worth getting. Sandfield uses Dojos as part of this policy to help motivate pupils in different aspects of school.

ACE uses Engagement Points on Arbor to recognise attendance, effort, good behaviour, overcoming barriers and being kind to others. To help motivate pupils rewards are allocated to pupils on a half-termly basis. This approach is tailored to reward individual success and to celebrate achievement.

Powers to Discipline Teachers, Teaching Assistant's and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Sanctions In determining whether a sanction is reasonable, Section 91 of the Education and Inspection Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of pupils' age, special educational need/disability and any religious requirement affecting them.

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspection Act 2006).
- This also applies to all paid staff with responsibility for pupils.
- Teachers can discipline pupils at any time in school or elsewhere under the charge of a teacher, including school visits, residential trips and after school clubs.
- Staff can confiscate pupils' property if this is a risk to self/others and disrupting class learning
- Staff can monitor pupil behaviour and record this on CPOMS or Arbor

Verbal Reprimands This does not mean shouting and finger wagging. It may only need to be mild. It is good practice that staff talk through problems with pupils so that they understand the problem. A pupil may be asked to remain in the classroom during break time to complete work.

Withdrawal E.g. sitting down on a wall in the playground – best used in conjunction with above. This serves a number of purposes. It may allow various parties to be parted and to calm down; it allows staff to talk and explain the problem; it may physically prevent further conflict and it will underline to a pupil that something is wrong. The time should not be excessive and should not be carried on over a number of sessions, as if a pupil has repeated their misdemeanour initially it is unlikely that repeated withdrawal long after the incident will prove effective. Withdrawal must be supervised.

ACE: Pupils may choose to take timeout in the allocated timeout room should they feel the need to avoid issues escalating or space to calm down whilst continuing with classwork. They may also discuss an issue with staff before returning to class. Staff may direct pupils to take timeout if they feel it will be of benefit to that pupil. Following timeout a pupil should return to lessons unless otherwise directed by staff.

Reprimand by Another E.g. taken to a senior member of staff.

Removal of Privilege E.g. free time at lunch or playtime or free choice of activity/**confiscation of phone.**

Report Card This is a visual way of presenting expectations and individual targets to a pupil. The card will be completed by staff in all lessons and the pupil will meet daily with a mentor to check progress. Should targets not be met the mentor will give suitable sanctions eg; loss of break time.

Parents sign to indicate they have seen the report. **Any sanction must be appropriate and fair and must be graded to fit the circumstances. Pupils should not be put outside classrooms where their behaviour/safety cannot be monitored.**

Key point when using sanctions:

Challenging Behaviour - this is undoubtedly the most unacceptable behaviour. It should be responded to with a brief period of isolation from the group and an explanation by the teacher to reinforce the unacceptability of the behaviour, with the situation successfully de-escalated. If a child hits another, and the 'victim' retaliates, a more appropriate response should be discussed with the person who retaliated.

Individual Behaviour Management Plan - Some pupils may require an individual behaviour plan to ensure that there is consistent handling of the pupil's challenging behaviour. If a class teacher feels that there is a need for a behaviour plan it would normally be discussed with a member of the SMT. Appropriate advice may be sought from outside agencies and parents consulted. Any plan must be agreed by the Headteacher/Deputy Headteacher and parents. Class teachers are responsible for monitoring plans where they are considered necessary. The completed document once agreed should be circulated to other staff in the school.

Other staff are to respect the advice in the plan and follow the guidelines.

Any behaviour plan will need to be reviewed regularly and changed where necessary. A copy of the plan must be available for the Headteacher/Deputy Headteacher. The plans are part of a risk assessment to protect the health and safety of other pupils and staff.

ACE - A parent/carer may be invited in to attend a meeting in which any concerns can be discussed and ACE behaviour expectations reinforced. Behaviour strategies and targets will be agreed and the pupil will be given a chance to improve. A target card may be used to monitor the pupil over a given time. A review meeting may be held at a later date.

Following implementation of the above sanctions, should the behaviour of a pupil fail to improve, a TAC meeting may be arranged to discuss ways to move forward. This may result in the pupil being discharged from ACE and referred onto other agencies for support.

Dealing With Serious Challenging Behaviour

- **If the pupil is a danger to himself/herself** then if physically possible s/he and the other pupils should be segregated.

Pupils must never be put out of class without an adult to accompany them. If removed from the class the pupil is given regular opportunity to return to class. The pupil should always have the consequences of his/her behaviour explained clearly. If extra help is needed contact either the Headteacher or Deputy Headteacher. If removed from class for a significant period the child's parent must be informed via home school diary or telephone.

- **If a pupil is a danger to other pupils** then s/he and the other pupils must be segregated. If a pupil regularly makes another pupil feel uncomfortable over a period of time then the School's anti-bullying policy will be applied.

Staff will receive regular training on positive interventions. The training will focus on de-escalation strategies as well as certain techniques if physical intervention is needed. This will only be when a pupil is a danger to themselves or others. Staff also have two – way radios that can be used to support each other so that people are not isolated.

If other pupils are withdrawn from class they must be calmed and reassured. Another activity could be given to distract attention, e.g. visit school library.

One member of staff should not be left alone in a classroom with a disruptive pupil unless it is deemed that this will de-escalate a situation. If the cause of pupil aggression is known, remove it e.g. a particular piece of music or certain person if they are causing a problem. Explain the consequence of behaviour to the pupil so giving the pupil an opportunity to comply. Pupils displaying challenging behaviour must be given the opportunity to talk and explain if appropriate.

If behaviour continues to deteriorate then support must be called. **If the situation improves** the pupil is given opportunity to apologise and build up relationship with staff. Parents are informed of the situation.

If the situation continues or worsens:

- Staff and pupil are separated whenever possible.
- Staff offered counselling on how to deal with situation.
- Pupil is given the opportunity to express feelings with staff that they trust if s/he is able. Parents are advised of worsening situation and allowed to comment.
- Possible involvement of an outside agency e.g. Social Services, C.A.M.H.S. Team, Merseycare or Educational Psychologist.
- Multi Agency Team Meeting to be arranged.
- A Risk Assessment may be produced for the pupil and distributed to all staff.

The Behaviour Policy applies to all pupils at the school however there are some pupils who given the extent of their disability and severity of their special educational needs require additional behavioural support.

The Behaviour Management Policy includes guidance to physically support pupils.

Sexual Violence & Harassment

Any such incidents will not be tolerated and as such will be treated as serious misconduct.

Refer to the Sexual Violence & Harassment policy for clarification of incidents/behaviours which come under this category.

Harmful Sexual Behaviour includes:

- Contact, non-contact and verbal behaviours
- Online and offline behaviours
- Group, gang and/or peer-influenced behaviours

Sandfield Park School adopts the AIM guidance on concerns and incidents. Once a concern has been raised an Assessment Checklist appropriate to the context of the child will be followed in order to assess the overall level of concern. This will determine what can be done to address the concerns in the education setting and protect pupils as well as supporting the individual causing concern.

This may involve Pattern Mapping which aids a more in depth understanding of the sexual behaviour in order to put in place a proportionate response to both manage any risks and meet the needs for both the individual causing harm and the person they have harmed.

The next stage is to develop the Risk Assessment and Management Plan (RAMP). This is how the risks and needs identified will be managed. The RAMP contains detailed information about how the risks and needs will be met and the expectations of pupil and their family as well as the school.

Possible outcomes:

- Manage the behaviours internally using school policies and procedures
- Identify that the pupil/s involved may benefit from early help
- Make a referral to children's social care
- Make a referral to the police
- In extreme situations a 'managed move' off the premises for a short period of time