



Active Wellbeing School Behaviour Policy

Policy Document	Behaviour Policy
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Behaviour Policy Executive Summary

At Active Wellbeing School we want to create an environment which is conducive to learning and promotes mutual respect between staff and young people. Our aim is to have a relaxed, fun, positive atmosphere which enable learning to take place.

What young people can expect from staff:

- Respect
- Engaging and interesting lessons
- Reactive to the young person's needs
- To be listened to
- To be on time
- Empathy and understanding
- A safe environment
- The understand and meet their needs
- To be a positive role model

What is expected of pupils:

- Respect
- To participate positively
- Be ready to learn

Respect is critical to the overall implementation of this behaviour policy, we want to work on a basis of mutual respect, the young people are recognised as young adults and it is our aim to treat them as such. In order for this to be possible communication and trust are both significant elements which we endeavour to develop. At a basic level, we want to teach good manners and politeness as fundamental life skills which everybody needs.

It is very important that this policy does not become a barrier to learning and due to the varied needs presented by our young people, the policy is designed to be flexible and individualised, in order to reflect the holistic approach to developing a young person.

Policy Principles

Active Wellbeing School believes that to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

Active Wellbeing School seeks to create a caring, calm and supportive learning environment at school which will encourage and foster good behaviour, and promotes that all Tutors and pupils are entitled to work in a safe, fair and orderly environment and have appropriate access to support, guidance and training on behavioural matters.

This will:

- Raise individual standards
- Promote self-discipline and positive relationships
- Develop aspiring, confident, independent and resilient young people
- Prepare young people for a successful transition to the next phase in their life

Active Wellbeing School uses behaviour management strategies to promote the welfare and enjoyment of young people attending sessions. Where appropriate, we work in partnership with external agencies and Parents/Carers. We manage behaviour using clear, consistent and positive strategies.

Active Wellbeing School promotes equal opportunities and anti-discrimination and does not discriminate or support discrimination against either pupils or Tutors on the grounds of gender, gender reassignment, sexual preference, marriage and civil partnership, pregnancy, religious beliefs or expression, race, ethnicity, age or disability. For the Active Wellbeing pupil, equality of opportunity underpins the value of everything we do; valuing and respecting diversity and building community cohesion. These principles are achieved through combined therapeutic and holistic approaches which:

- Promote good, socially acceptable behaviour, self-esteem and mutual respect irrespective of race, gender, ability, age and religion
- Ensure consistency and fairness of treatment for all
- Promote early intervention via proactive and targeted behaviour work with pupils
- Seek to help pupils to understand their behaviours and enable positive changes
- Create firm boundaries within which learning and aspirations can be achieved
- Develops young people's independence by maintaining self-discipline as far as possible
- Ensures everyone will act with courtesy and respect for each other at all times and all students have the right to learn in a safe environment

This policy therefore sets out the guiding principles and strategies of how Active Wellbeing School effectively supports and assists pupils to manage their behaviour so they can meaningfully engage in education and with the wider community. In doing so, this policy enshrines anti-discriminatory practice and fair treatment for all by providing a clear framework on our approach to managing negative, and encouraging positive behaviours from pupils.

Roles and Responsibilities

The Head Teacher has, in consultation with the Tutors and School Governors, established this policy for promotion of good behaviour and will keep it under review to ensure that it is communicated to all pupils and Parents/Carers, is non-discriminatory and that Active Wellbeing School expectations about pupil behaviour are clear.

This policy is reviewed annually or in the light of incidents or new guidance by the Head Teacher and will be updated when necessary.

The Head Teacher, Senior Leadership Team, Tutors, Teaching Assistants and School Governors have responsibility for ensuring that this behaviour policy is implemented within the school. The Head Teacher is responsible for ensuring appropriate training as necessary is provided to enable all staff to be able to follow and apply the policy and associated procedures.

All Active Wellbeing School staff have a shared responsibility for ensuring that the Active Wellbeing School behaviour policy and associated procedures are followed and consistently and fairly applied. Active Wellbeing School expects that all staff model positive behaviour as part of their professional responsibilities.

Staff have a responsibility to address, report and record any incidents of anti-social behaviour, disruption, violence, bullying and any form of harassment that they witness either in the incident report log or the bullying log depending on the nature of the incident. Staff at Active Wellbeing School have a duty of care to ensure that all individuals are treated fairly, in which case when such behaviour arises, staff should work together as a team around the child to support all young persons involved; working upon therapeutic strategies to solve any areas of conflict. School staff should discuss such concerns with external agencies and Senior Management where appropriate, in the best interests of the child.

Tutors are expected take responsibility for their own personal barriers to effectively managing behaviours. Active Wellbeing School encourages and supports staff to regularly reflect and discuss their own actions and responses to pupils' behaviour and incidences, usually in a team meeting or a debrief. This is to identify any inadvertent contributory factor to a situation escalating and any areas of behaviour management that staff have difficulty with. This helps Active Wellbeing School to ensure appropriate support and training is delivered and that staff are able to confidently and objectively develop and utilise effective strategies with pupils to promote the best possible outcomes. Should staff feel that their needs are not being met or that they are not confident within their training in the use of behaviour management strategies, they are to discuss such matters with the Head Teacher.

Parents/Carers also have an essential role to play in assisting Active Wellbeing School to maintain high standards of behaviour. Regular liaison with Parents/Carers and external agencies regarding pupils' behaviour is therefore paramount and proactively initiated by Active Wellbeing School. It is in the child's best interests for communication to be clear and effective between both education staff and carers of the young people. If a Tutor does not feel that they are being correctly supported when managing a young person's behaviour, then they are to discuss such concerns with the Head Teacher. Thus, all parties can discuss any matters and resolve any areas of uncertainty.

Active Wellbeing School pupils are encouraged to take responsibility for their own behaviours and will be made fully aware of the school policy, procedure and expectations of their behaviour. Active Wellbeing School understands that behaviour is a central aspect to the pupils' barriers to learning and often linked to their circumstances, trauma, disability or SEN. As such, ongoing support and guidance is provided by Active Wellbeing School to enable pupils to take responsibility for their behaviours. Tutors are responsible for ensuring that when young people begin their time at Active Wellbeing School they understand and sign a student code of conduct, whereby they have a written agreement which clearly identifies behavioural expectations.

Staff Training and Support

Active Wellbeing School provides and promotes a variety of training and support processes to enable Tutors to effectively manage **challenging** behaviour, promote the Active Wellbeing School ethos and tackle anti-discriminatory practice.

All staff receive a staff Code of Conduct and an individual induction program. Familiarity with Active Wellbeing School policies and procedures is essential and mandatory training on the following areas relative to behaviour management:

- Safeguarding / Child Protection
- MAPA (Managing Actual and Potential Aggression) which
 - **Focuses** on prevention, deceleration and avoidance.
 - **Addresses** the risks of physical interventions.
 - **Teaches** safe, non-harmful interventions.
 - **Offers** proven post-incident strategies to prevent future crises.

Additional bespoke training is given, relative to the individual educational needs specific to the child.

All staff must complete refresher training on these areas at least once per year. Where relevant, Active Wellbeing School will support staff to attend relevant external training related to behaviour management.

Once training has been identified, the specified Tutors will attend the training and then cascade their learning and course key content to the rest of the team; ensuring that all Tutors are fully aware of the most effective ways of managing an individual. Active Wellbeing School staff then take the time to reflect upon the training that has been attended, before working as a team to apply any relevant skills and positive behaviour management strategies. School staff work together to ensure that the behaviour management strategies used are appropriate to (as above), the individual. There also exists a high level of support processes and systems for Active Wellbeing School staff regarding effective behaviour management relative to their role. These include the following:

- Weekly team meetings where behaviour management is discussed, effective practise shared and behaviour strategies are agreed as a team and overseen by the Head Teacher
- Supervision and appraisal
- Open door policy to managers
- Termly teaching observations and feedback
- Individual mentoring where appropriate
- Termly Performance Management Reviews
- Home/School Link Book

Procedures and Framework for Managing Behaviour

a) *Standards and Expectations:*

Active Wellbeing School has high expectations of the standards of behaviour displayed by pupils and recognises that behaviour is often a significant barrier to our pupils learning and that often concerning or inappropriate behaviours displayed by pupils are linked to trauma and or outlined in their EHCP. Inappropriate behaviours or responses are often embedded, learnt behaviours, which have manifested due to disrupted personal backgrounds and experiences. As such, high levels of support and input are required for the pupils for them to be able meet the high expectations of them. Active Wellbeing School therefore works extensively with pupils in a consistent and structured manner to help them to be able to display the following positive behaviours:

- Treating others with respect and consideration. This is extended to respecting their environment, themselves and community that they are working within.
- Being helpful and kind to others
- Using appropriate language, and avoiding inappropriate language this includes homophobic, biphobic and transphobic language
- Contributing to a calm, orderly learning environment
- Informing staff when having difficulties
- Classroom displays and projects

Where pupils display unacceptable and or inappropriate behaviour, Active Wellbeing School works with them through various processes to help them learn and understand why their behaviour is unacceptable or inappropriate and helps pupils learn and develop strategies for managing their behaviour and responses more appropriately. Unacceptable and inappropriate behaviour includes:

- Absconding
- Physical Aggression/Violence to others
- Damage to property
- Verbal aggression
- Sexualised behaviours or actions
- Threatening actions or comments
- Disruption
- Swearing
- Bullying
- Refusal to engage

If behaviour, attendance or timekeeping falls below the standard expected this will initially be dealt with informally by Active Wellbeing School Tutors/Head Teacher who will tell young people promptly of where improvement is needed and will give help, including redress to support and record in individual IEP targets. IEP's should also set and be used to monitor behaviour targets with individual pupils.

b) *Strategies for Managing Behaviour and Promoting Positive Behaviour*

To effectively manage unacceptable behaviour, pre-emptive structured processes are put in place through individual pupil risk assessments (identifying behavioural issues likely with a pupil), behaviour management plans (how those behaviours are best managed), Individual Education Plans and the use of appropriate learning environments with appropriate staffing levels to ensure as much as is practically possible, pupils are educated in an environment

and manner that is conducive to displaying positive behaviours and is safe for all other pupils and Tutor.

Active Wellbeing School uses a variety of generic and individual strategies for managing pupil's behaviour and promoting positive behaviour including:

- Give and reinforce clear firm boundaries and consistent classroom rules
- Discussions with pupils on expectations linked to Code of Conduct they sign on admission
- Be familiar with and use pupil's specific Behaviour Management Plans individually written for those learners who require them and these influence strategies and methods for managing behaviour along with Individualised behaviour strategies for each pupil
- Risk assessing and adjusting the environment as needed, prior to teaching
- Give clear instructions
- Give firm guidance to re-engage
- Use active listening
- Stay as calm as possible
- Use appropriate tone and level of voice to the situation
- Use appropriate body language

If a Tutor finds these approaches are not generally working, then they must seek advice and support from a Senior Leadership Member or a Head Teacher.

Should a Tutor feel that a young person is displaying behaviours that have not been previously identified or recognised, they are to work with the Head Teacher and the school staff at Active Wellbeing School to adapt individual Education Plans and/ or individual risk assessments. Thus, all staff will be informed of new behaviours and potential areas of concern, working as a team to embed any additional behaviour management strategies needed. This information also needs to be communicated with carers so that the home's risk assessment can also be revised as necessary.

c) Pupil/Classroom Rules

To present and foster a culture where behaviours are addressed promptly and openly, staff will discuss with pupils what is expected of them and how Active Wellbeing School will work to support pupils to achieve this. Pupils are given the opportunity to and are encouraged to engage and participate in discussion regarding the setting of ground rules in order that they are accepted and clearly understood. Ground rules are described in the pupil code of conduct, and revisited throughout the year and added to where necessary. Active Wellbeing School ground rules include the following:

- Pupils to be in school on time and prepared to be taught for their first lesson
- Wear correct uniform and be dressed appropriately
- No mobile telephones in the classroom
- No smoking in school (including e-cigarettes)
- Respect the classroom environment
- Respect others' opinions
- No bullying
- Follow instructions
- No swearing

- No disrupting others
- Keep classroom tidy
- No walking out of class
- No damage to property
- No violence/aggression towards others
- No eating/drinking in class

Physical Intervention

The focus of Active Wellbeing School's work with young people is to de-escalate and proactively manage unacceptable behaviours. Physical Intervention (MAPA – Managing Actual and Potential Aggression) will only be used as a last resort, when staff believe that action is necessary to prevent injury to the young person or others, or to prevent significant damage to equipment or property.

If a Tutor has to physically restrain a young person, the Head Teacher and Safeguarding Lead will be notified immediately and an Incident Report will be completed. The incident will be discussed with the staff/ home manager/ carer/young person as soon as possible.

Following any incident of physical intervention or restraint the full details of the incident must be reported to the Head Teacher. The incident must be written up by the Tutor in both the incident book and the physical intervention book, which are kept at the Head Teachers office.

If staff are not confident about their ability to contain a situation, they should call for support from carer's and other members of staff or in extreme cases, the police. Should staff not feel confident, they are to discuss such matters with the Head Teacher . Here, staff will be given any appropriate advice or support that is needed before entering another situation whereby they may not feel confident.

Active Wellbeing School staff will work with carer's and other staff members if applicable, to discuss with the young person their actions and the concerning reasons behind their behaviour. In events of a restraint, a debrief will be given to all involved, with Tutors and other members of staff communicating about what strategies school will now put in place to help the young individual.

Active Wellbeing School will not tolerate unacceptable behaviour, including unnecessary physical restraint, bullying, harassment, victimisation or gross misconduct and anyone who does not adhere to this, may be subject to investigation and disciplinary action.

d) Knowledge of Pupils Needs/Prior Behaviours

Active Wellbeing School staff are made aware of, and proactively seek information on pupil's previous behaviours and incidents and current needs through use of the following:

- Admission Information and Consent Forms
- Statement of Special Educational Needs/EHC Plans
- Individual Education Plans
- School Reports
- Discussions with pupils
- Discussions with Parents / Carers
- Other agency reports as appropriate

e) Risk Assessment

Based on information gained about previous behaviours, incidents and current needs, a robust risk assessment is drawn up which details the potential risks a pupil may present for certain activities – see appendices). The risk assessment then directs the learning environment and methods of working with the pupils by agreed action and detail in the following areas:

- Strategies for managing behaviours
- Staffing ratio/work with peers
- Most appropriate learning environment
- Timetable most appropriate to needs
- Assessment regarding use of sharp objects in sessions
- Assessment regarding hot food/drink

Tutors will work with the Head Teacher and carers to ensure that the school has a full current understanding of each pupil they teach. The first time a Tutor teaches a pupil they are to read the risk assessment and discuss their understanding with carers to ensure that they have a clear understanding about the risks that each pupil may face or pose to others, prior to commencing education. Should staff not feel that they have a clear understanding or are not confident when working with an individual, they are to discuss this matter with the Head Teacher. Such discussions will enable staff to develop confidence through discussing effective strategies of behaviour management and strategies to keep that pupil, other pupils and Tutors safe both in and out of their unit.

When working with young people for educational purposes, both in and out of the home, Tutors are to make sure that they have all relevant risk assessments that will clearly explain the safety measures and strategies used to keep that young person safe and secure during their learning experience.

All teaching staff should have:

- Working knowledge and understanding of the young person's risk assessment.
- A specific risk assessment which is specific to that individual when in education.
- A specific visit or activity risk assessment which clearly details any risks, safety measures and protocol to ensure that individuals and staff remain safe whilst in education, (typically when outside of the classroom).

The Head Teacher will ensure that all teaching staff will have signed and dated that they have read all the following risk assessments:

- IEP for each pupil, which will be created by the SEND Lead.
- Each specific risk assessment created by the young person's key Tutor(s) that are to be used within the classroom.

Tutors are to discuss and share their risk assessments, protocol and safety measures with carer's or other members of staff who may attend the session/ outing, due to ratios or significant behaviours.

All Tutors are to sign and date that they have read and agreed to the information found within each risk assessment and that they are aware of the most effective measures to use to keep a pupil and themselves safe. Should a Tutor feel that they do not agree with the measures within the risk assessment, they are to communicate such concerns clearly and promptly with the Head Teacher and any other necessary staff members. This is to be done before the young individual embarks upon the potential activity, so that all members of staff can assess any areas for development.

Tutors are to inform the Head Teacher of any changes that have been made or areas of concern that have arisen, discussing reasons behind such changes. Tutors are to make sure that this information is fed back effectively including to carers so that the appropriate changes can be made to the risk assessment of the individual, if necessary.

Tutors hold a responsibility to the young person and their staff team to make sure that they are clearly communicating any areas of concern that may not have previously arisen within the young person's risk assessment. From this, the Head Teacher and Tutors are to work upon assessing the effectiveness of the young person's risk assessment and extend or modify the assessment where appropriate.

Key Tutors have a responsibility to make sure that they communicate with Parents / Carers, to ensure that they have a clear understanding of any changes within a young person's behaviour. Key Tutors monitor the specific risk assessment that they have created, adapting the assessment to accommodate any necessary changes. All Tutors are to ensure that they are aware of such changes immediately, through discussions with the key Tutor(s) and the Head Teacher.

All staff sign up to working under the direction of the behaviour management strategies which will be reviewed and updated on a termly basis and/or following an incident or whenever there is a significant change with the pupil.

Activity specific risk assessments are also carried out and used in conjunction with pupil's individual risk assessment to support Active Wellbeing School to provide the most appropriate environment for pupils to display positive behaviours throughout the day.

f) *Crisis Management*

Where there is a sustained period of disruption involving more than one pupil then a wider review of the circumstances causing and continuing these matters should be carried out between the school and pupil's Parent / Carer and if appropriate the Local Education Authority.

The Head Teacher should arrange a meeting with the relevant Tutors and other professionals as necessary to be able to consider how the situation can be effectively managed. The outcome of the meeting should identify what further action should be taken and any strategies to be used to break the cycle of behaviour.

g) After an incident

Inevitably incidents will arise in the classroom or on teaching activities. Our aim is to ensure the young person learns from these and where possible understands their own role and in a situation. Our pupils are learning to become responsible young people and an understanding of their own choices is an important element of learning.

Following an incident:

- Make sure the young person is okay, consider time out or a period of reflection
- Consider how the incident has affected you as a Tutor and if you need support. Record significant incidents in the Incident Log Book, in the Head Teacher's office.
- For less serious incidents ensure there is effective communication with Parents . Carers, both verbally and in the home school book.
- Carry out a debrief with the young person (at an appropriate time, which may be after things have calmed down)
- Debrief with the Tutor

A debrief is important as part of our culture of learning. A debrief should consider any additional learning to avoid the incident reoccurring and these should feed into the individual pupil risk assessment and behaviour strategies.

We understand that there are times when young people need support and guidance to understand that their choices and behaviour are not acceptable. Active Wellbeing School staff try to determine the cause or triggers of the inappropriate behaviour to prevent the situation from recurring.

h) Rewards

Rewards for positive behaviour and engagement do not have to be financial and praise is a very effective tool.

- Praise which is specific to what has been done and refers to the pupil by name. Generic well done is not specific.
- Positive feedback to Parents/ Carers both verbally and in the home school log book, ideally with the pupil present.
- Certificates of achievement.
- Letters of commendation.
- End of term incentive scheme.

Rewards should be recorded in the home school-book.

i) Permitted sanctions

Simple sanctions are more effective than exclusion from class. We use sanctions in a matter of fact way expressed as a consequence of the way the pupil has chosen to behave, always trying to avoid escalating conflict.

Corporal punishment is never an acceptable sanction or action towards a pupil. Restraint may occasionally be necessary but is not a sanction but a means of keeping a person safe or preventing significant damage.

Active Wellbeing School offers education to young people who often have a very poor experience of education or a range of life trauma. We do not permanently exclude pupils as this merely shifts a problem to Parents /Carers. Sending a pupil home can be a sanction but this needs to be recorded in an incident report. We actively manage (risk assess) and identify strategies for working with each pupil.

Sanctions can include:

- Verbal warning
- Further verbal warning
- A sincere apology from student to student
- Additional work exercises linked to the misdemeanour
- After a third verbal warning a pupil will be spoken to after the lesson
- Timeout
- Confiscation of problematic items
- Letter to Parents / Carers
- Informal meeting with Parents / Carers
- Formal meeting with Parents / Carers
- Any incidents of bullying are recorded in the bullying log and are reported to the governing body termly.

Sanctions should be recorded by the Teacher in the home-school book.

Monitoring of the policy

The Head Teacher's termly report to governors will report any significant issues or patterns of behaviour and a summary of significant rewards and sanctions issued from the home-school book.

The Head Teacher should use incident reports and information from the home-school book as part of Tutor performance management.