



## Castle School

# Behaviour For Learning Policy

### Policy Preface

Northumberland Church of England Academy Trust is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of our Trust life.

As a Church of England Academy Trust, we aim to build communities clearly based on the Christian values of love, forgiveness and reconciliation, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within the Academy Trust.

This policy, and its associated procedures and protocols, is based on these key principles.

<b>Lead Person:</b>	<b>Assistant Principal</b>
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<b>Statutory Requirement:</b>	Yes



## **Behaviour for Learning Policy**

### **1.0 Legislative Links**

This policy takes into account the following legislation

- Education and Inspections Act 2006
- Education (Independent School Standards) (England) Regulations 2014
- School Standards and Framework Act 1998
- Education Act 2002

### **2.0 General Principles**

Whilst it is expected that pupils should demonstrate behaviour that is conducive to learning we should understand that there are many contributing factors that may lead to pupils being unable to maintain these levels of behaviour.

At all times adults working within Castle school will model expected behaviour. They should be aware of the additional needs of the pupils and endeavour to support these. This support will be a positive behaviour approach.

### **3.0 Core Values**

Staff will be trained using Pivotal MAPA® to the level deemed appropriate for the class group.

Pivotal MAPA® Underpinning Values and Philosophy:

- Care: Demonstrating respect, dignity, and empathy; providing support in a non-judgemental and person-centred way.
- Welfare: Providing emotional and physical support; acting in the person's best interests in order to promote independence, choice, and well-being.
- Safety: Protecting rights, safeguarding, reducing or managing risk to minimise injury or harm.
- Security: Maintaining safe, effective, harmonious, and therapeutic relationships that rely on collaboration.

As such there will be clear and realistic expectations for pupil behaviour. Consideration should be given to the teaching environment and ensuring it is right for all pupils.

### **4.0 Responsibilities**

#### **4.1 Senior Leadership Team**

- Review, monitor and apply the Behaviour Policy
- Provide support where required for specific pupils

- Ensuring that staff training relating to behaviour support is up to date and at an appropriate level for the needs of the class group
- Consult with other agencies when appropriate

#### **4.2 Teachers:**

- Provide a well planned lessons
- Develop an effective environment
- Deal with disruptive or unacceptable behaviour within the school's guidelines
- Be consistent in approach
- Ensure pupils have access to an appropriate communication system
- Develop Individual Behaviour Plans for pupils with ongoing difficulties
- Ensure that pupils have specific behaviour risk assessments if required
- Consult with parents
- Consult with other agencies when appropriate

#### **4.3 Support Staff:**

- Support pupils within lessons
- Support with the development of an effective environment
- Deal with disruptive or unacceptable behaviour within the school's guidelines
- Be consistent in approach
- Ensure pupils have access to an appropriate communication system

#### **4.4 Parents/Carers:**

- Co-operate with the school in response to specific difficulties.
- Ensure pupil's attendance and punctuality
- Communicate with school via home/school diary and share any concerns regarding behaviours

#### **5.0 Objectives:**

The Behaviour for Learning Policy objectives are:

- To identify and standardise behavioural expectations for pupils, parents, staff and governors.
- To ensure consistency of approach for children and young people in the management and monitoring of discipline by school staff.
- To operate a constructive system of rewards and outcomes which are always positive and to use positive rewards rather than sanctions.
- To set clear boundaries within a structured environment using a consistent approach by all school staff.

- Early Intervention: prompt intervention is needed where there is inappropriate behaviour.
- Rewarding Achievements: positive recognition of individual pupils, class or group achievements in good behaviour.
- Supporting behaviour management: Individual Behaviour Plans will be shared amongst all staff.
- Identifying underlying causes: Inappropriate behaviour may often be linked to a pupil's individual problems e.g. sensory issues. The school aims to identify these issues through liaison with parents and other professionals.
- Ongoing training staff: to develop a whole setting approach to behaviour support and intervention.

## **6.0 Rewards and Sanctions**

### **6.1 Rewards**

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

There can never be too many of these. They are part of the 'language' in this school. They include:

- nods, winks, smiles - social rewards
- descriptive praise
- stickers, merits, commendations - symbolic rewards
- behaviour reward system
- messages home to parents
- 'golden time'
- special activities / special responsibilities / privileges
- learner of the week

### **6.2 Sanctions**

At Castle School we do not believe in sanctions or punishment. Although the following may be an appropriate approach on occasions

- Calm verbal reminder of the expected behaviour
- Natural consequence, which makes sense to a child - It is important for our pupils to clearly link a specific behaviour with its consequence
- Removing the pupil from the group to give them space to settle and others a chance to learn
- Withdraw the child from a particular lesson or peer group
- Exclude the pupil from school – only the Principal has the authority to do this. In a school such as ours we would not expect to apply such a sanction

### 6.3 Restricting Liberties

At Castle School, pupils must **not** be

- locked into rooms, including by adults holding doors shut
- left alone / unattended
- deprived of food / drink
- denied access to a toilet

### 7.0 Physical Intervention

Staff members will be trained in Pivotal MAPA® including the use of physical intervention as appropriate.

Restrictive physical intervention may be used in situations where a pupil is putting themselves or others at risk of harm and **no other alternative** can be found.

Restrictive physical intervention must only be used when the risk of not doing so outweighs the risks involved in the physical intervention.

Restrictive physical interventions must be the **least restrictive** and for the **shortest time** possible in order to minimise risk, as per Pivotal MAPA® guidelines.

### 8.0 Behaviour Risk Assessments

Where it is deemed likely that any pupil may need to be supported using a restrictive physical intervention, a risk assessment must be in place, identifying at what point such intervention should take place and the kind of intervention to be used. There should be sufficient thought as to how to avoid such intervention. The staff team will be trained accordingly within Pivotal MAPA® guidelines.

It is the responsibility of the class teacher to write physical intervention risk assessments where required. Risk assessments should be checked by SLT/Behaviour lead and should be shared with all relevant staff and parents/guardians.

### 9.0 Use of Restrictive Physical Intervention in Unforeseen and Emergency Situations

Where it is deemed necessary for the safety of the pupil or others and there is no other safe alternative, restrictive physical intervention may be used without a physical intervention risk assessment. However, a post incident debrief must take place and a risk assessment **must** be written at this point and any additional training needs identified.

### 10.0 Post Incident Support

It is important to consider the wellbeing of the pupil, staff involved and anyone else who is likely to be affected by the incident. Time and space may need to be given, along with the

opportunity to talk about the incident if required. Members of the SLT/behaviour lead are available if needed.

Post incident debriefs should be completed and recorded for any incident that has involved the use of restrictive physical intervention. The purpose of the debrief is to ensure wellbeing of all involved and to look for solutions to issues raised and to reduce the likelihood of any possible reoccurrences. This is an opportunity to look at Behaviour Support Plans and consider any changes that need to be made.

### **11.0 Reporting and Recording the Use of Restrictive Physical Interventions**

Any behaviour incident that results in significant disruption or injury must be reported on an incident form, any use of restrictive physical intervention must be recorded using a record of restraint form.

All forms must be recorded in the bound book and numbered accordingly.

Forms must clearly identify the pupil and staff members involved and the reason for the physical intervention. The type of physical intervention and timescale must also be recorded along with a factual account of events.

Forms should be agreed and signed by all involved. Head of Phase and the pupil's parents/guardians **must** be informed when any restrictive physical intervention is used.

### **12.0 KEY POINTS - Reminders**

- Treat pupils with respect and in a positive manner
- A pupil requires consistent behaviour support by all adults involved. *Behaviour support may need to be flexible depending on the child and situation. A strategy that appears to be effective in one instance may be inappropriate in another and what is appropriate for one child may be inappropriate for another*
- Reduce language - amount and complexity
- Avoid 'power struggles'
- Behave in a calm and consistent manner
- Do not take a child's behaviour personally - think about the situation from the child's point of view and remember, we may not know all the details that may be affecting a child.
- Support colleagues and accept support from others
- Keep in mind what you originally wanted the child to do
- Remember behaviours happen for a reason. Sometimes we know the reasons and can anticipate behaviours but sometimes we can't.
- Physical intervention is used as a last resort and be least restrictive and for the least possible time.