

# Daventry Hill School Behaviour Policy

## ABOUT THIS DOCUMENT:

### Purpose

This policy ensures that all staff, governors, students and parents are aware of how we work together and build positive relationships to ensure our pupils are able to access learning

### COMPILED BY

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Agreed by Directors –

SIGNED

DATE

Review Date – January 2019

DRAFT

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### Background

The governors and staff at Daventry Hill School believe that every pupil has the right to learn in a calm, safe and caring environment. We strive to ensure that all pupils have the social and emotional skills to be successful when they leave school. All staff and pupils are expected to adopt and apply our Four Core Values<sup>1</sup> which were developed in November 2018 following pupil and staff consultation.

- Respect
- Tolerance
- Resilience
- Community

The core values define how we expect staff and pupils to conduct themselves on a day to day basis and act as a guide to promote desirable behaviour. The core values and what they mean in practice are actively taught and acknowledged by all staff and are directly linked to the school's reward and consequence system.

We believe that behaviour is the way we act and respond to people and situations we find ourselves in and understand that many young people need some support and guidance to develop acceptable responses to situations they may find difficult.

Our overall aim is to enable pupils to become successful learners, confident individuals and responsible citizens.

### Rationale

The aim of our schools is to create an environment where pupils, whenever possible, have the confidence to take responsibility for their own behaviour. We aim to provide a caring environment, which is safe for pupils to begin to make decisions. Relationships between all those involved in both the primary and secondary schools are centred on working and learning together.

### Parent and Carer Involvement

All parents and carers may have access to a copy of this and supporting documents on request. They will be positively involved in the aspects of their child's behaviour via home-school books, telephone conversations, Parent/Carers Consultation Evenings, Annual Review Meetings, Person Centred Planning and End of Year Reports. Some pupils have individual learning and behaviour plans, these will be reviewed regularly with parents/carers and, where appropriate, multi-professional meetings.

To achieve this:

**Staff** should act as positive role models and demonstrate the core values by being:

- Professional
  - Respectful & speaking appropriately to pupils using language that they will understand
  - Prepared
  - On time
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- Positive
- Honest
- Consistent
- Caring

**Staff** are expected to be aware of:

- Different learning styles & the importance of differentiation
- The need for empathy with pupils
- The need to celebrate achievement (eg display work)
- The value and impact of praise
- The need to create a well ordered, pleasant & caring working environment for all
- Individual Behaviour Plans for pupils

**Pupils** should:

- Be ready to comply with all reasonable requests made by staff
- Respectful to all pupils & staff avoiding aggressive behavior
- Speak appropriately at all times avoiding offensive language
- On time
- Honest
- Ready to learn
- Caring towards themselves and others

**Pupils** are expected to be aware of:

- The needs of others
- The need to accept responsibility for their own actions & be reflective
- The schools four core values and what these mean

**Parents** are expected to:

- Honor the home school agreement
- Engage with the school and support our behaviour management systems
- Attend meetings as required
- Be aware of the school's four core values and what these mean

### Rewards and Sanctions

Positive behaviour management is successful if rewards and sanctions are used consistently and appropriately. A variety of strategies are in place to support pupils, staff parents and carers. These are continually reviewed for effectiveness and positive impact on pupil well-being.

All pupils receive appropriate rewards for their achievements across the whole curriculum and their Individual Learning Plan objectives/targets.

Some of the rewards used across the schools are as follows:

- Verbal praise and encouragement
- Stickers
- Certificates
- Special 'choose' activities negotiated with individual children

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- Golden time
- Merit system
- Individual or group reward times in school.
- Class reward visits.
- Reward puzzles and targets.
- Behaviour race.

### **Individual Behaviour Plans**

Some pupils will have positive Individual Behaviour Plans, the aim of these being to:

- Provide a proactive framework for managing pupil's behaviour
- Support the well being of pupils and staff
- To share information with parents/carers and other professionals if needed

Action plans from person centred planning, individual learning plans and sensory processing plans all support the development of positive behaviour and pupil well-being.

### **Sanctions**

A small minority of our pupils do sometimes have difficulty in keeping to the rules. If the usual classroom strategies are not effective then a variety of sanctions may be put in place. These may include:

- Loss of choose time
- Lunchtime/playtime and after school detentions
- Missing reward visits

Incident reports should be completed according to school policy and practice.

### **Exclusions**

In a very few cases it may be necessary to exclude a pupil from school for a fixed period of time. It is recognised that exclusion would not be appropriate for some pupils and would be at the discretion of the Head Teacher.

The Schools will follow the guidance set out by Northamptonshire Local Authority, in liaison with the Department for Education (DfE).

### **Smoking**

The schools operate a no smoking policy on site and it is prohibited for all pupils, staff and visitors.

### **Bullying**

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Please refer to the schools' Anti-Bullying Policy

### Discrimination

Please refer to the schools' Single Equality Duty

### Integrated Learning Opportunities

A range of opportunities will be provided within the curriculum to support our pupils in developing positive behaviour. These may include:

- Personal, Social Education and Health and Citizenship sessions
- Assemblies led by staff and visitors to school
- Religious Education
- Circle time
- ILP focused sessions

### Guidance for the Use of Physical Interventions

#### Principles

The use of force should, whenever possible, be avoided, however, there are occasions when the use of reasonable force is appropriate, necessary and in the best interests of the pupil. When reasonable force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

#### What is Reasonable force?

The term 'reasonable force' covers the broad range of actions which may involve a degree of physical contact with pupils. All physical interventions will be identified within individual behaviour plans and parents/carers informed.

The schools follow Team Teach principles to maximise the safety and well-being of all pupils and government guidance on the use of reasonable force. (see appendix 1 - DfE 2016)

The use of reasonable force is likely to be legally defensible when it is required to prevent:

- Self-harming
- Injury to other children, services-users, staff or teachers
- Damage to property
- Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils

*(Team Teach)*

### Risk assessment and planning for use of restrictive physical interventions

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Pupils who regularly require the support of positive physical interventions to manage their behaviour must have a behaviour plan drawn up in consultation with the Senior Leadership Team responsible for maintaining behaviour. Parents/carers will be made aware of this plan and the need for positive physical intervention.

### **Use of restrictive physical interventions in unforeseen and emergency situations**

#### Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit (see *appendix 1 - DfE 2016*)

#### When can reasonable force be used?

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always be in the best interest of the pupil/s and always maintain the safety and dignity of all concerned. The use of force should, wherever possible, be avoided, and all other behaviour management strategies must have been considered (95% Team Teach principle).

### **Post incident support**

After incidents have subsided all pupils and staff involved should be given emotional support and any necessary first aid. Pupil's parents/carers should be informed through the schools' communication protocols. If the pupil has broken agreed codes of behaviour, relevant support, which may include sanctions, should be put in place. Immediate action should be taken to ensure medical help is accessed for any injuries regarding more than first aid.

### **Reporting and recording the use of restrictive physical interventions**

All physical interventions should be recorded on Behaviour Watch (the schools' electronic recording system). These will be monitored by members of the senior leadership and management teams and, where necessary, additional support will be given to class teams. All incidents where restraint has been necessary should be clearly recorded on Behaviour Watch, at the earliest opportunity but no later than 24 hours after the event.

### **Physical contact in other circumstances.**

Daventry Hill School recognise the importance of physical contact in other circumstances and have Positive Touch and Intimate Care policies.

### **Responding to complaints**

Complaints against staff using physical intervention should be put in writing to the Head of School, if against the Head of School then to Jeannette Payne ([jpayne@creatingtomorrowmat.co.uk](mailto:jpayne@creatingtomorrowmat.co.uk)).

### **What happens if a pupil complains when force is used on them?**

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Complaints will be responded to in compliance with the DfE guidelines 2016 (see Appendix 1)

### Power to search pupils without consent

In addition to the general power to use reasonable force described above, head teachers and **authorised** staff can use such force as is reasonable given the circumstances to conduct a search for prohibited items. Force **cannot** be used to search for items banned under the school rules. (see appendix 1 - DfE 2016)

### Staff Training

Team Teach is the agreed training method for staff and every effort is made to ensure that all staff undertake initial training and refresher programmes. Team Teach is accredited by the British Institute of Learning Disability. New staff receive training on behaviour, as part of the Induction process.

### This policy was compiled with reference to the following documentation:

- Department of Education Use of reasonable force Advice for head teachers, staff and governing bodies. (July 2013)
- Team Teach Tutor Handbook (Version 2016) and Workbook (2015)

### Other related policies

- Positive Touch
- Anti Bullying
- Health and Safety
- Safeguarding (Child Protection)

### Review

The policy will be reviewed and updated by the School Leadership Team, biannually, in consultation with the appropriate staff and then submitted to Directors for final approval.