



LONGSPEE

'High Expectations Lead To High Achievers'

LONGSPEE ACADEMY

Behaviour for Learning Policy

Adopted by AAC: 7.2.2018

Behaviour for Learning Policy

This policy should be read in conjunction with the Attendance policy, E-Safety policy and Anti-bullying policy. The policy takes due regard of the SEND Code of Practice (2015).

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

Longspee Academy is a specialist provision for young people aged 5-12 years, who are experiencing social, emotional and mental health (SEMH) difficulties. Pupils are referred to us with a statement or EHCP, which is often related to a specific diagnosis (such as ADHD, ASD, Attachment disorders). Pupil profiles and SEMH plans are created to inform staff on strategies that positively support behaviours for learning (B4L). Our approach to B4L is underpinned by our status as an Attachment Aware school as well as the principals of Restorative Justice.

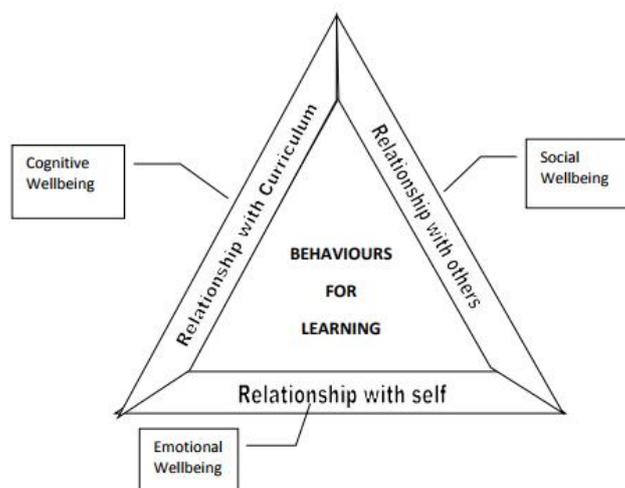
The academy upholds the mantra of 'High Expectations Lead to High Achievers' and our Code of Conduct is based around respect and British values. Pupils will be supported in making good choices regarding their own behaviour through restorative approaches and a graduated response to rewards and sanctions.

This policy underpins the provision of a safe environment for learning and with this in mind must be adhered to by all staff and pupils in order to provide a predictable and consistent approach to behaviour.

In line with the philosophy behind the Every Child Matters framework, we believe that our school has to be a safe, caring environment and a place of inclusive learning where pupils achieve their full potential both in terms of academic achievement and social/emotional development.

Behaviour for learning

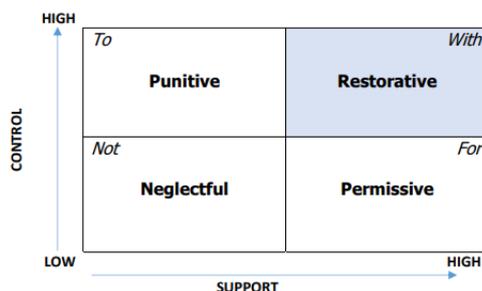
Longspee Academy staff will support pupils to develop positive behaviours for learning. Self-esteem, social development and curriculum engagement are key components in ensuring behaviour for learning. Responses from staff are agreed and are consistent to create predictability for pupils. The staff team will identify and facilitate the introduction of interventions and approaches to support pupil progress within these key components. Behaviour for learning at the academy will support pupils to develop the skills and attitudes to become better learners.



[\(Based on Ellis & Todd,2009\)](#)

Restorative Approaches

Staff are trained in restorative approaches and practice these approaches in interactions with pupils. Through these interactions pupils will learn to independently modify their behaviour through consideration of choices and consequences. Below is an example of the social discipline window that underpins the restorative ethos practiced at Longspee Academy.



Attachment Awareness

Longspee Academy was part of a two year project which involved intensive training for all staff on the principals of being attachment aware.

Staff understand that a child's early attachment to their caregiver(s) significantly influences their ability to manage their feelings and behaviour, acquire the skills necessary for successful emotional/social functioning, relate to others and maintain social and emotional relationships.

Staff interact with pupils using an awareness of Dan Hughes PACE model (playfulness, acceptance, curiosity and empathy). PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with the adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills that are so necessary for maintaining a successful and satisfying life.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying

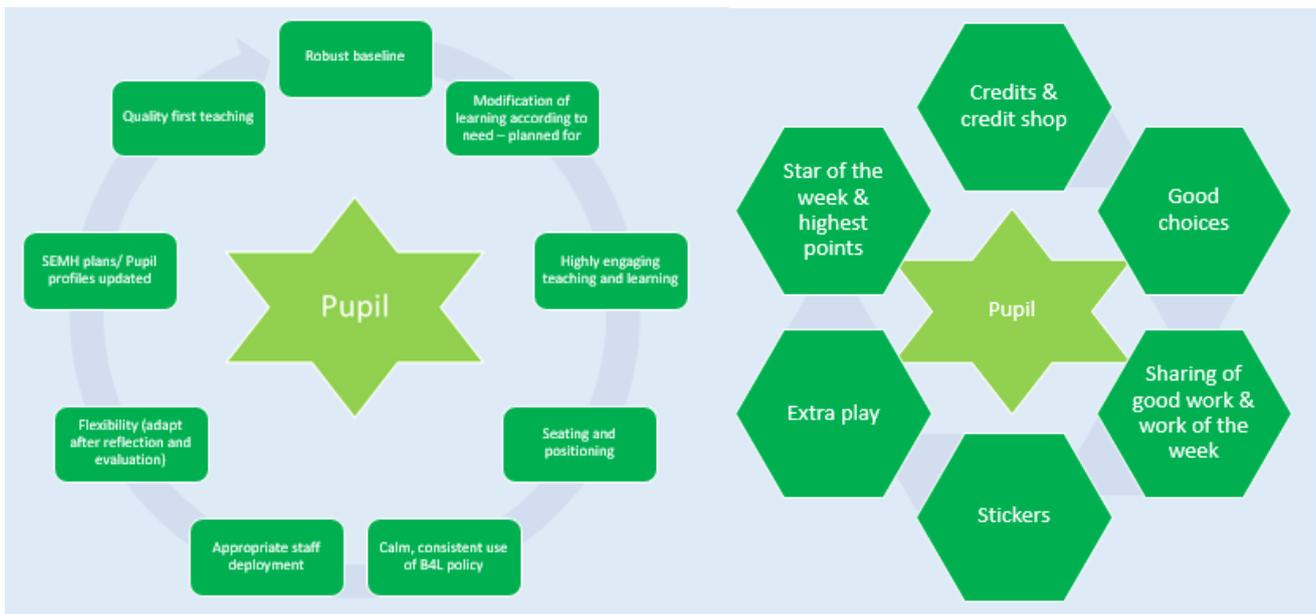
Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

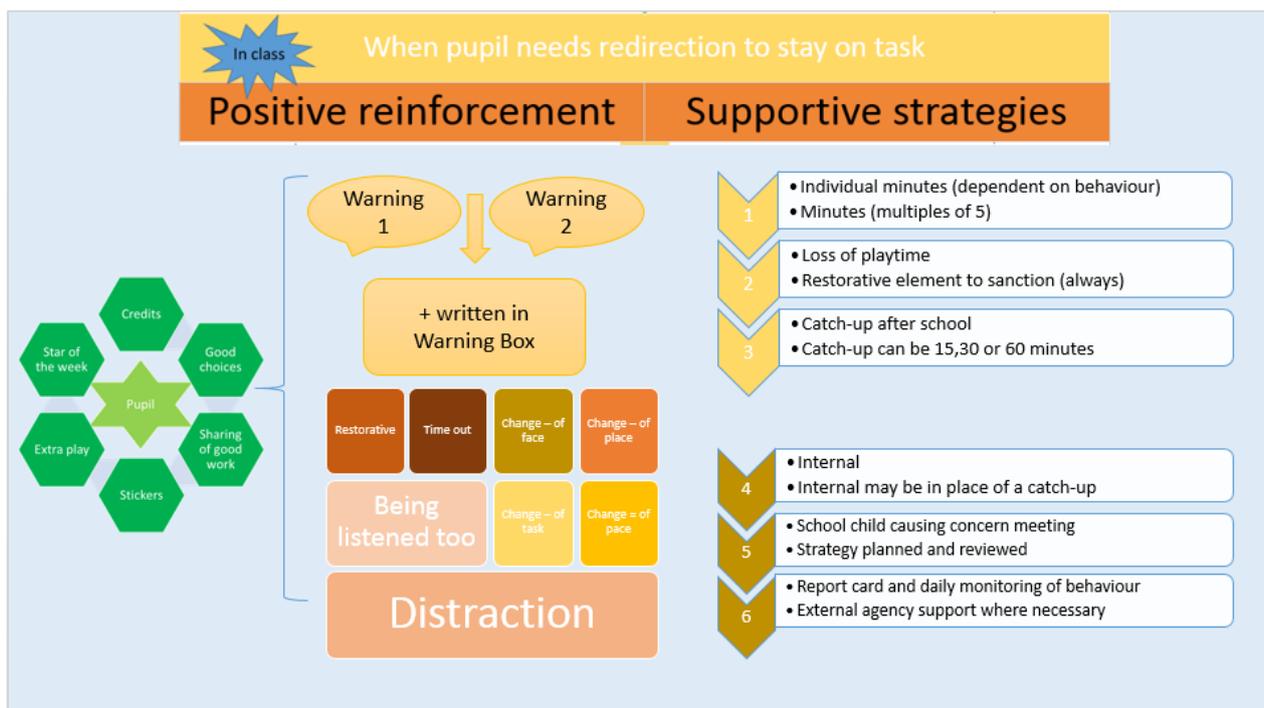
Strategies and Approaches to behaviour management

Staff ensure that positive/supportive strategies are in place. The Academy recognises that the quality of teaching affects pupil behaviour and we aim to ensure that our curriculum delivery meets the individualised needs of all of our pupils.

Classroom staff are expected to deal effectively with low level disruption by employing good teaching practises. These will include but are not limited to:



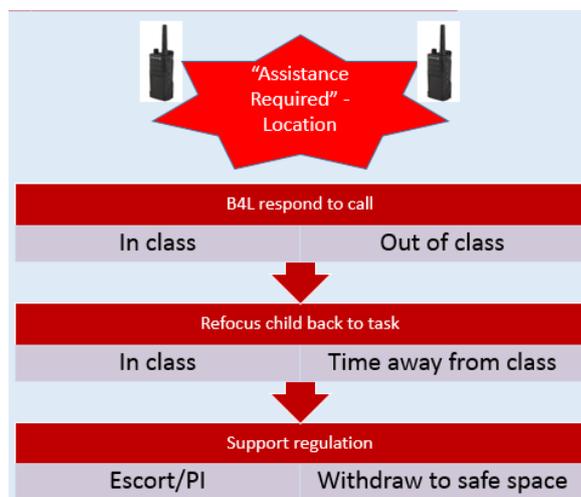
If the supportive strategies (pictured above) are unsuccessful, then staff consistently apply the following graduated approach:



The B4L TEAM will provide additional support to the class teams. Assistance will be called through the use of "Assistance required (location)" on the radio. At other times classroom staff radios should be switched off.

It is expected that class staff will have made reasonable effort to manage behaviour before calling on additional support. Behaviour Support Staff are expected to:

- Attend incidents when a call for assistance is received. If they are otherwise engaged they should pass on the incident to the Pastoral team, then the Senior Leadership Team.
- Reply to all radio calls
- Refer pupils back to the class teams as soon as possible to enable their return to learning.
- Use a full range of behaviour modification techniques to support the child.
- Be sensitive to the child's needs and where appropriate refer to other staff for example, if emotional literacy input is required.
- Maintain an agreed set of records to enable them to report to the Vice Principal.
- Work proactively with individual children after consultation with the SLT.



The academy has three withdrawal rooms that may be used to support pupils in a crisis. Staff will be in the room with the child if safe to do so (if not the staff member will be at the door window within line of sight of the pupil)

Accountability

Senior leaders at Longspee Academy are fully involved in the promotion of B4L and are available to deal with issues that arise. It is important that their inclusion in the process is pitched at an appropriate level to ensure that the graduated response is not diluted by intervening too early. In most respects class teachers are empowered to manage behaviour and to apportion consequences without reference to the senior leadership, but they are available for consultation. By this process we seek to ensure that the staff who work in the classrooms are supported but not undermined in their role as the primary motivators of B4L. Senior Leaders exclusively have responsibility for exclusions and for dealing with matters involving the police. The Academy is however fully supportive of staff who as a result of an assault, feel the need to make a formal complaint against a pupil. In the event of a physical intervention, the class teacher or another colleague after consultation with a senior leader will inform a parent/guardian.

The Principal is responsible for reviewing and approving this behaviour policy.

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

The AAC is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

Sanctions are consistently used across the academy and are always underpinned by our restorative ethos.

Non-negotiables	RESTORATIVE
<ul style="list-style-type: none"> • Not sitting on a chair safely – 1 minute • Swearing – 1 minute • Talking over others – 1 minute • Leaving class – 5 minutes • Threat – 5 minutes • Damage caused (but can be repaired by pupil) – 10 minutes • Damage caused (but needs Mr Moore to repair) – 20 minutes • Absconding – 20 minutes • Violence – 20 minutes + loss of credits • Work not completed – complete the work • Significant outside issue – ban for rest of day (or next morning) • Computer issue – rest of day ban (week ban for computer damage) • Activities issue – ban for next week 	<p>If minutes are lost the thinking time process needs to be actioned</p> <ul style="list-style-type: none"> • This may involve a thinking time sheet (but not always). It is possible to complete verbally • It is vital that the child's view point is validated • We want to know 'What will they do differently' (in the same situation) • What do they need (to help them act differently in the same situation) <p>Minutes cannot be a clock watch exercise + Other consequences cannot be added without SLT approval</p>

Use of Physical Intervention (PI)

The Education and Inspections Act 2006 gives staff the legal right to use reasonable force in certain Circumstances. Legally we are able to intervene if:

- The child is liable to cause physical harm to themselves or to another person.
- They are likely to cause considerable damage to property.
- Their behaviour is undermining the learning environment of the school.
- They are in danger of committing a criminal offence.

This policy takes account of the draft guidance (Reducing the Need for Restraint and Restrictive Intervention – Children and Young People with Learning Disabilities, Autistic Spectrum Disorder and Mental Health Difficulties) due to be published in January 2017

Physical intervention is not used as a punishment or at the convenience of the staff. Physical intervention should be reasonable and proportional to the perceived risk and should not be attempted if to do so would place the member of staff in unreasonable danger. This could be for example when a single member of staff is present during a fight and to intervene is likely to result in their injury.

At Longspee Academy we seek to minimise the use of physical intervention by emphasising the importance of other strategies and by encouraging the child to explore different behaviours to express their feelings. Ground recovery techniques are undesirable because of the risks associated with the method. It is understood that in an extreme situation such intervention may be necessary but staff should be aware that we must justify that course of action.

Protocol for PI

If an intervention is necessary a member of staff should be designated as the lead practitioner and should be responsible for recording the incident. That person would usually be the one initiating the action. If possible it is good practice for a member of staff to act as an "observer" whose role is to monitor the child; they will not be involved in the intervention themselves.

Another member of staff arriving may offer support by using the phrase "help is available" which could initiate a swap over if required or that they are available to be directed by the lead practitioner. If a member of staff uses the phrase "more help is available" it is to be understood as a direction to a colleague to withdraw from the intervention; this should not be ignored.

All PIs must be recorded on an incident form with an RF1 form attached on the day of the incident.

A child who experiences a PI should be given an opportunity for a debrief conversation after the incident to determine that they have not been injured and to talk through the reason for the PI. This will enable them to discuss strategies to avoid a recurrence of the situation.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Principal will also consider the pastoral needs of staff accused of misconduct.

Confiscation

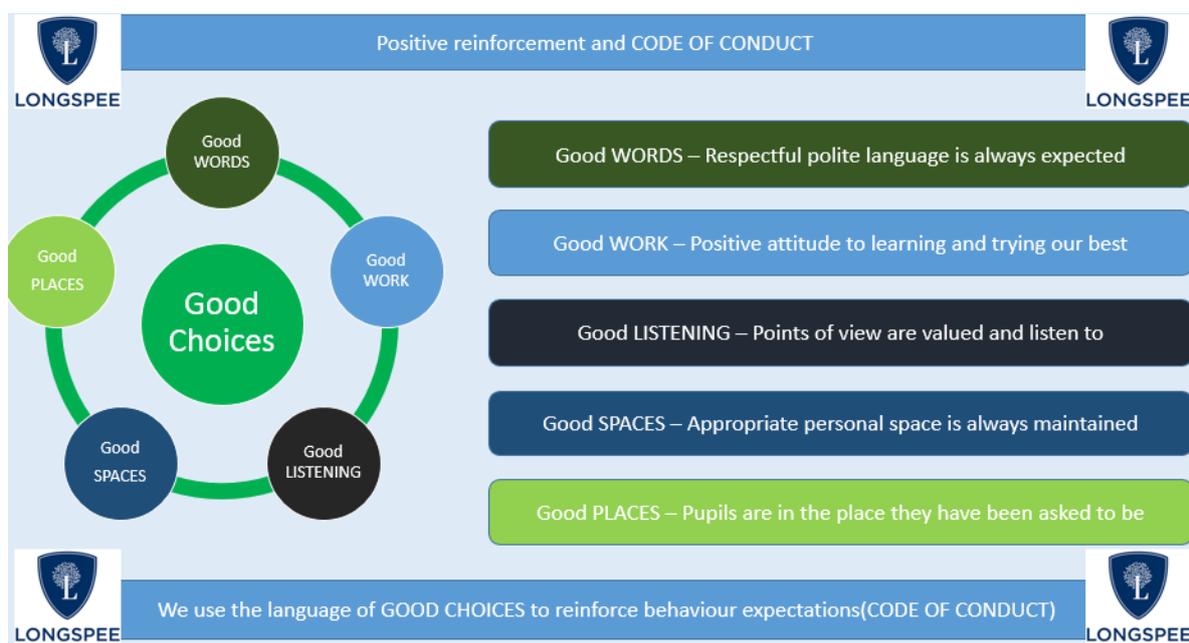
Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

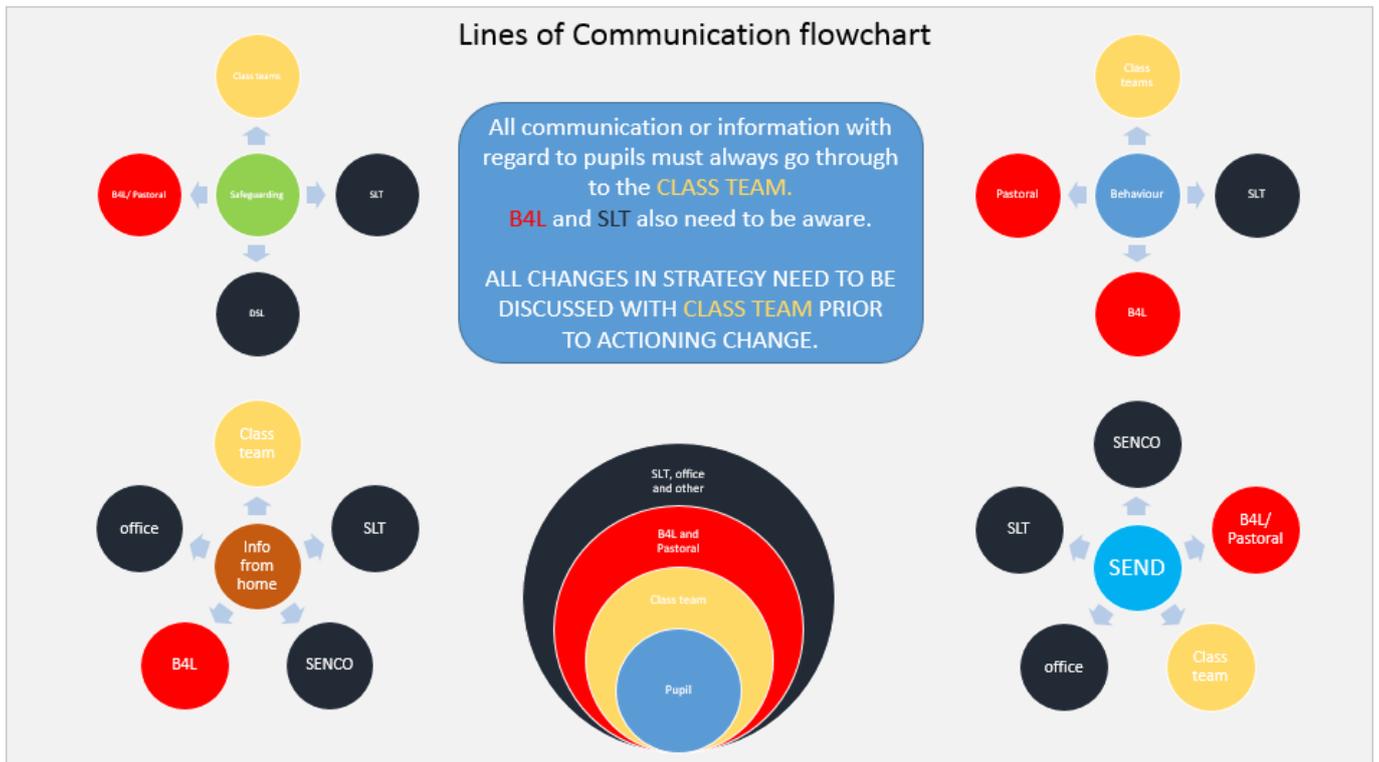
Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Good choices and Code of conduct

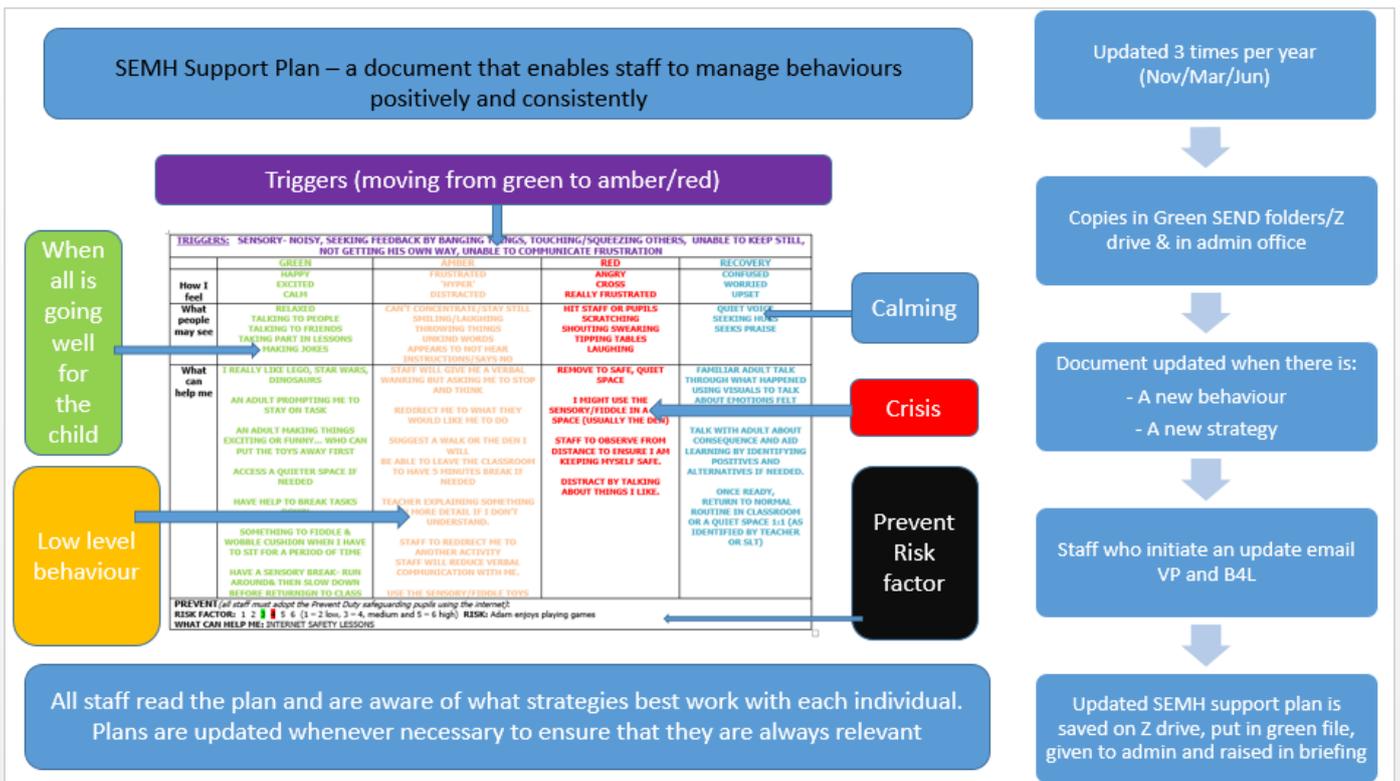
The language of good choices is consistently used across the academy



Behaviour for learning is supported through clear lines of communication within the staff team.

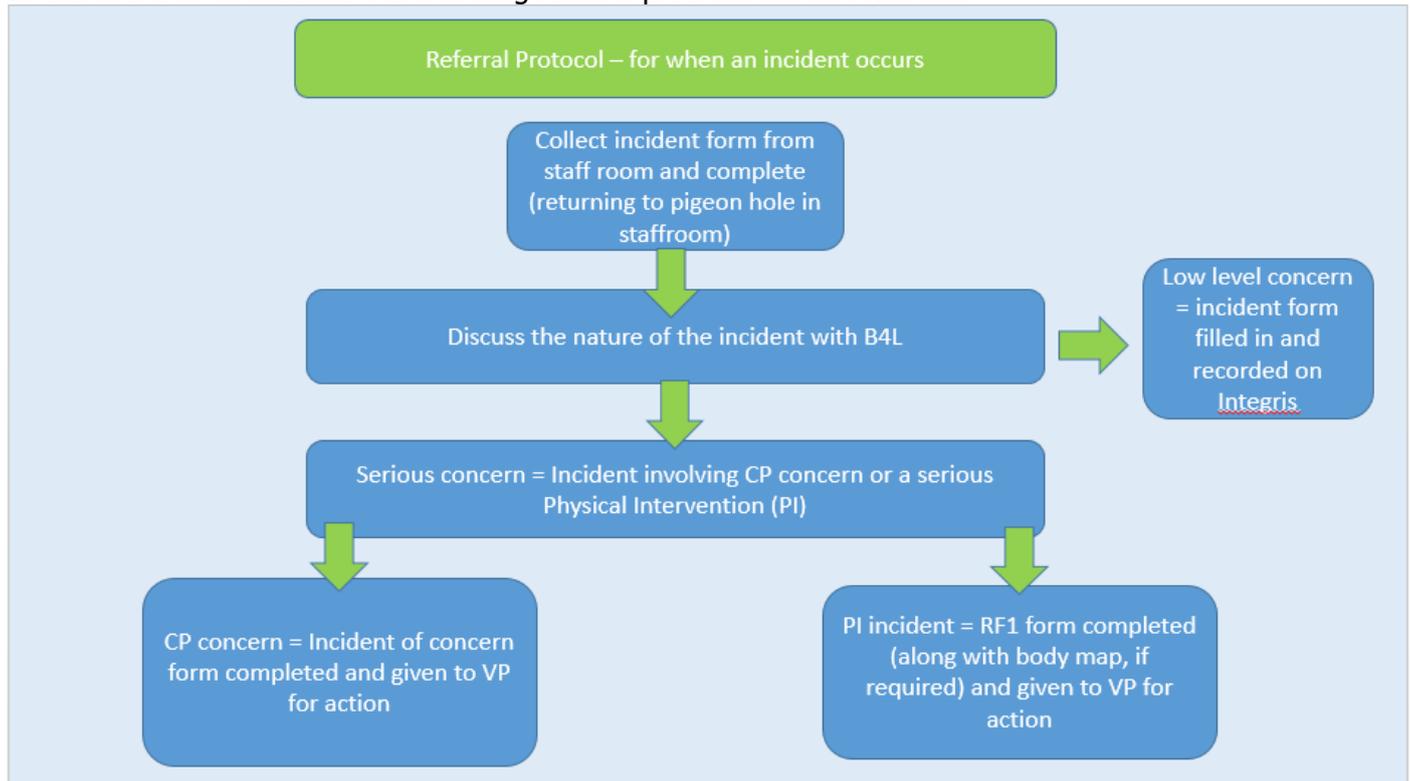


Pupils are supported by an individualised SEMH support plan



Referral Protocol

In the event of an incident the following referral protocol will be followed:



Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Pupils will:

- Be made aware and reminded of the schools code of conduct. Pupils will accept support offered in working towards individual targets and work within the schools code of conduct.
- Be aware of the consequences their actions could or have had to make good choices.
- Increasingly take more responsibility for their own learning and behaviour; supporting other pupils and cooperating within a group and taking more responsibility for the school environment.

Parents

Pupils' learning is maximised when there is a true partnership between pupil, parents/carers and staff.

We aim to:

- Encourage active parental involvement.
- Maintain close liaison to ensure a consistent approach in supporting pupil needs and respond appropriately to their behaviour.

- Ensure regular verbal and written communication with parents, establishing consistent and predictable approaches for pupils.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Interventions and CPD training

The school offers training to all staff on meeting complex needs (e.g. Autism, ADHD etc.) and learning needs (e.g. Dyslexia, Dyscalculia) Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development. Staff are trained in Team teach conflict management strategies, which support pupils through a range of techniques that identify choices and consequences.

Staff have also received training on Attachment and Emotion coaching, which is refreshed when new staff join the school team.

Pupil transition

To ensure a smooth transition to the next year/class or school, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Pupils Support Systems

The first level of support is offered through the high levels of supervision provided by staff through the day. The small classes also allow staff to support pupils closely where there is an obvious issue.

The school safeguarding team are also easily accessible through direct contact or through their class team. The academy operates a school council that meets each term. The school council members are selected by their peers. At school council meetings there are regular agenda items regarding 'feeling safe' and 'learning'. The school council members are publicised by means of the school council display.

As well as liaising with parents and carers, the school works alongside outside agencies (such as CAMHS, Social care and the Safer Schools and Communities Team, School Nurse), that are invited to work with pupils on site to reduce anxieties and increase access opportunities.