



DAWN HOUSE SCHOOL – STAFF HANDBOOK	
Policy Title: Behaviour Management Policy	
Section: B	Policy No: B.1
Version Date: July 2019	Review Date: July 2020 (ratified by Governors)
Name of Originator: JM	Designation: Head of Education

We aim to provide an environment that:

- Enables learning for all within our community.
- Fosters respect and empathy for others and acceptance of differences.
- Built upon cooperation and collaborative working to give everyone a feeling of belonging.
- Supports pupils in developing the strategies to self-regulate and manage their own behaviour and take responsibility for their actions.
- Ensures everyone feels safe, cared for and valued.

Add diagram here (see attached)

To achieve this, we will:

- All be responsible for creating a calm, purposeful and positive environment.
- Provide a curriculum that is relevant, challenging and aspiring.
- Continually work together to ensure that we all have an understanding and acceptance of differences.
- Work in partnership with pupils, parents and other agencies in the best interests of all pupils.
- Have a shared understanding of policies and procedures and apply them well.
- Understand and accept our individual responsibility and accountability in helping pupils learn.
- Ensure that the teaching and modelling of personal, social and emotional development is central to our whole provision.
- Continually develop and train staff so that they have the necessary fundamental knowledge to help pupils learn and behave well.
- Make the standards we expect explicit to all.

- Ensure that any strategy for helping pupils learn to behave is agreed a result of a core team or focus meeting and in consultation with Health and wellbeing team and SLG if appropriate.
- Effectively communicate with pupils and parents/carers the high expectations for learning and behaviour.

We recognise that:

- There are always reasons behind why a pupil is unable to learn effectively and display behaviour that hinders learning.
- That these behaviours that hinder the individual impact on the learning of others.
- That the needs of all pupils are different and that a personalised approach is necessary.
- That pupils and parents/carers have an invaluable role to play to maintaining standards.
- That other agencies can support and inform our practice.

Positive Learning behaviours

Examples of pupil expectations	Examples of how we will help pupils to learn how to behave
<ul style="list-style-type: none"> • Actively engage in their learning by listening, questioning, responding and thinking.[engagement scale] • Respect and respond positively to both written and verbal feedback • Respond positively to help and guidance about how to improve and develop. • Cooperate with everyone and respect different opinions and beliefs. • Always communicate with anyone in a respectful way. • Not to accept things that are harmful to others. • Voice their concerns when things are not fair or equitable. • Own up and tell the truth [accepting one's role in incidents etc] • Make amends. 	<ul style="list-style-type: none"> • Constantly modelling the highest standards of behaviour and professional conduct to all. • Modelling and teaching throughout the whole curriculum the required learning behaviours. • Recognising and rewarding positive learning behaviours. • Teaching pupil's positive ways to deal with conflict or differences of opinion. • Encouraging pupils to be polite and assertive in responding to other pupils. • Supporting pupils to develop the strategies to manage their own behaviour. • Understanding what kindness, for example, looks and sounds like. • Understanding all behaviour has consequences whether that be positive or negative. • Encouraging self-reflection and restorative justice.

Behaviour expectations around school, at breaks and lunchtimes.

We expect all adults and pupils to share responsibility for our school by:

- Walking calmly and quietly around school.
- Taking responsibility for our own belongings.
- Respecting the school environment, resources and others property.
- Respecting others right to personal space.
- Being courteous and polite
- Not hurting others.

Focus Meetings

Any member of staff can call a focus meeting. Focus Meetings may be called at any time to discuss issues of concern about a pupil or group of pupils. Focus meetings can involve a number of different staff involved in teaching/caring for a pupil. A member of the HWB team should always attend. Focus meetings are a useful forum for airing and sharing concerns/formulating specific action plans and for ensuring that members of SLG are made aware of these concerns. Minutes should be taken and then strategies for implementation shared in Monday morning briefings as appropriate. Core teams should then monitor the impact of these strategies and call further meetings if ineffective.

Please remember that views expressed at focus meetings are not school policy. They may become so in the future following agreement with SLG. As minutes should not be shared with pupils, parents/carers, LA's unless there is an agreement with SLG.

Core Team Meetings

May be called by a pupils' core team to discuss issues of concern at any time. Any action plan developed as a result must be approved by the Principal or Head of School before it is implemented. It is the responsibility of the form tutor or class teacher to ensure that the meeting is minuted and the minutes are distributed to all involved. When appropriate parents/carers should be informed/involved. After approval by the Principal (where necessary) pupils should be informed of relevant outcomes and/or other actions.

Appendix 1

Positive Behaviour support Plans (PBSP's)

The needs of some pupils is such that they need support beyond that given as a matter of to all pupils

The PBSP should be drawn up by the core team ,RCW and any other professional working with the child in school.

To develop the plan the core team should meet; a member of SLG must agree the content of the plan before it is implemented.

The core team meeting should:

- Identify all the aspects of behaviours exhibited in school.
- Decide on the behaviours the student needs to learn and be supported to develop in school and in the residential setting.
- Decide on the strategies to be used to support the pupil in learning how to behave.
- Agree who is to be involved in implementing the plan.
- Agree the rewards and sanctions to be used to support the change.
- To identify any possible physical intervention (including escort holds) that may be used and note them in detail in the plan.
- Identify any additional support required, e.g. from SLG, time out activities etc or involvement of outside agencies and discuss these with relevant person.
- Agree on the timescale for implementing the plan and set a review date.
- Seek the agreement of the Principal and save in the PCF
- Relevant information/changes should be shared in staff briefing.
- Family Liaison Officer will share the plan with parents/carers and obtain their agreement through signature.
- All staff involved in implementing the plan are informed by the Core Team via email.

Appendix 2

REWARDS AND SANCTIONS

Certificates are awarded for significant achievements and are given out in end of week tutor sessions and can be followed up with positive postcards home. Star of the week is given as a reward for students who have performed particularly well during the week and occasionally subject based rewards are given out e.g. scientist of the Month

Achievement Assemblies will promote and recognise the positive steps forward students make through:

Tutor recognition awards.

Improvement awards.

Principals Award.

INDIVIDUAL REWARDS

Staff will need to consider how the student is to be motivated to achieve the target behaviours. Rewards here are likely to be more frequent. It is very important to choose a reward that will be effective and relevant to the level of achievement. Rewards may be tangible (see list below) or may simply be praise, attention display of work, informing other staff of good work etc. Students indicated through the school council that they valued having for e.g. extra time with friends or tea and biscuits.

NB “Approval” is the most powerful reward

PERMITTED SANCTIONS

All sanctions should be relevant to the unwanted behaviour, and should be imposed as soon as possible following an incident and appropriate to the individual student needs and understanding.

Sanctions are more easily applied if you discuss the incident with the pupil and agree on an appropriate response. Ideally, the pupil should agree that:

- a) It was wrong to behave in the way they did.
- b) It is reasonable in the circumstances for a sanction to be imposed.
- c) It is right for them to do the sanction.

You should be aware that you are responsible for managing the sanction, and supervising the pupil.

You should not impose a sanction for someone else to carry out on your behalf, unless by prior agreement.

This is particularly important when an incident happens during the school day.

Sanctions cannot be imposed for care staff to manage, unless this has been agreed with Principal or and Residential Services Manager.

The following are examples of permitted sanctions:

- Loss of privilege.
- Miss an activity.
- In residential setting, staff to choose an appropriate activity for the pupil.
- Spend specified short time away from peer group with appropriate work and supervision.
- Contribute towards the cost of loss/damage to property or belongings.
- Pupil to complete/re-do unfinished or spoiled work.
- Withhold a reward which others in the group are to receive.
- Pupil to make reparation for their behaviour, e.g. repairing or tidying after causing damage, a kind deed etc.
- External exclusion **Note:** This can only be authorised by the Principal

SANCTIONS THAT INFRINGE PUPILS RIGHTS WILL NOT BE USED e.g. withholding food/refreshment or entitlement from the curriculum.

Important Definitions:

Seclusion:

- Forced to spend time alone against will (requires statutory powers other than in an emergency).

Time out:

- Restricting positive reinforcement as part of a planned behavioural programme (requires written agreed plan).

Withdrawal:

- Removed from the situation but observed and supported until they are ready to resume.

IF YOU ARE IN ANY DOUBT, PLEASE DISCUSS WITH YOUR LINE MANAGER BEFORE MAKING A DECISION ABOUT A PARTICULAR SANCTION.

See also

- The Equality Act 2010
- KSCIE 2019
- Anti-bullying and harassment policy
- Prevent strategy 2019
- Staff conduct policy
- Whistle blowing policy
- Staff dress code.

Appendix 3

RECORDING and REPORTING INCIDENTS and the use of PHYSICAL INTERVENTIONS and SANCTIONS

All significant or serious incidents, physical interventions and sanctions are to be recorded in the bound books kept in the file room. Ensure the following information is recorded:

- Incident Number - please update from previous number. Student name (only one pupil per form).
- Date and time.
- Nature of incident (brief).
- Reporting staff name.
- Witnesses.
- Reporting signature.
- Nature & duration of any physical intervention
- Details of any sanctions imposed. It may be necessary to complete the sanctions column at a later time but please do not forget to go back to complete it.

An Incident Report should then be started using the incident form on the server as soon as possible after the incident - but **always** within 24 hours.

In cases where a child or adult has been injured, **the adult involved should complete the accident book** and seek medical attention from the nurse or first aider.

In cases where there has been a physical intervention or use of force, the adult involved should ensure that the relevant details are involved in the reports and that the pupil is checked by the nurse or a first aider afterwards (not someone directly involved in the incident).

All action determined and carried out as a result of an incident or safeguarding concern should be recorded in appropriate documents, e.g. telephone contact with parents recorded in professional notes/ files, letters home in pupil's file, home/ school diaries, changes to PIP, work undertaken with pupils recorded in SLT/ teacher's records etc.

After the incidents form is completed it is to be handed to the designated member of staff, Julie Magilton who will then review the incident and follow up on any necessary action required with the behaviour for learning team. In Julie Magilton's absence forms should be passed on to Jenny McConnell.

Monitoring

The behaviour for learning team will monitor and record levels and nature of incidents on a fortnightly. Data showing emerging patterns and trends are then used to inform strategic planning and identify appropriate interventions.

Formal analysis of behaviour is updated on a termly basis.

Incident reporting is monitored on behalf of I CAN by the Care Standards Visitor each half term.