

DAWN HOUSE SCHOOL – STAFF HANDBOOK	
Policy Title: Behaviour Policy (Education Committee for ratification)	
Section: B	Policy No: B.1
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Name of Originator: JB	Designation: Assistant Head Teacher

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.
- Creates and maintains a safeguarding culture in school where staff are open to sharing any concern regarding a pupil or member of staff no matter how small.

Child on Child Abuse:

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence, such as rape, assault by penetration and sexual assault.
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Low Level Safeguarding, and Bullying Concerns

Dawn House School develops a culture of openness and support staff through induction training and at other times are encouraged to aware of their own actions and those of others. Staff are encouraged to report anything that may cause them to be uncomfortable or have a “nagging” doubt around the action or behaviour of an adult which would not meet the “harms threshold” Low level concerns may be over familiarity with pupils, having favourite, or anything else which would raise a doubt.

All low-level concerns are reported to the Principal or Deputy Principal using a low-level concern form. The Principal or Deputy will advise the staff member reporting when an issue has been dealt with as feedback. All low-level concerns and subsequent notes and actions are stored securely within the principal's office.

To achieve this environment, we will:

- All be responsible for creating a calm, purposeful and positive environment.
- Provide a curriculum that is engaging, 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.
- Share the principles of this policy, and our expectations of pupils, parents, and adults in school through our home school agreement
- 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
- Model that development through our own conduct and through whole school approaches including restorative practice and zones of regulation
- Continually develop and train staff so that they have the necessary fundamental knowledge to help pupils learn and behave well, including training on this policy during their induction programme
- Make the standards we expect explicit to all.
- Ensure that any strategy for helping pupils learn to behave is agreed as 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 displays behaviour that hinders learning and that those behaviours communicate a need.
- these behaviours that hinder the individual impact on the learning of others.
- the needs of all pupils are different and that a personalised approach is necessary.
- pupils and parents/carers have an invaluable role to play in maintaining standards.
- other agencies can support and inform our practice.

Positive Learning behaviours- The Dawn House Way

Pupils will	Adults will
Be safe. Be kind. Be in the right place	Show us what kindness, good behaviour and trying your best look like -even if you are in a bad mood!
Tell an adult if you have a problem	Respect other people's opinions and beliefs and differences
Join in with lessons, do your best work and ask for help	Tell us when we do well- give merits fairly every lesson
Respect other people's opinions and beliefs and differences	Understand behaviour is part of how we communicate- help us to learn to Speak up about our needs and wants politely
Look after our school, walk calmly	Help us understand how we behave has affects that can be good or bad, and how to use strategies to help
Speak up if you think someone is not safe	Speak up when someone is not safe or things are not fair.
Speak up if something is not fair	When things go wrong, help us think and talk about what happened, who was affected, how to put it right and what to do next time
When things go wrong, talk about what happened, how put it right and what to do next time	

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 shared with and approved by the appropriate Lead Practitioner or member of SLG before actions are implemented. It is the responsibility of the form tutor 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 outcomes and/or actions.

Focus Meetings

May be called by any child facing member of staff. 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 Health and Well Being 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 briefings and by email /teams as appropriate. Core teams should then monitor the impact of these strategies and call further meetings if ineffective.

Views and actions shared at focus meetings should not be shared outside of the school until they have been agreed by a Senior Leader . As such minutes should not be shared with pupils, parents/carers, LA's unless there is an agreement with SLG.

Appendix 1

Positive Behaviour support Plans (PBSP's)

The needs of some pupils are such that they need support beyond that given as a matter of to all pupils. This can include behaviours that are distressing to the child themselves but have little impact on others. They are guides to help adults help the child.

The PBSP should be drawn up by the core team, Lead Practitioner, RCW, and any other professional working with the child in school with support from the Behaviour for Learning Team. 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.
- Identify triggers and decide on the strategies to be used to support the pupil in learning how to self- regulate and behave. Strategies may draw on a pupil's sensory diet and should reflect their individual and communication needs.
- Agree who is to be involved in implementing the plan.
- Agree the rewards and responses or sanctions to be used to support the change.
- 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, personalisation of learning programme 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 a Senior Leader
- Share with the wider staff any new information or changes
- Lead Practitioners will share the plan with parents/carers
- Ensure all staff involved in implementing the plan are informed by the Core Team via email.

PBSPs are stored on the Solar System so that they can easily referred to when an incident form is completed. This is important so current strategies are reviewed for success, reconsidered if unsuccessful and successful new approaches are recorded and shared.

Appendix 2

REWARDS AND SANCTIONS

Pupils at KS 2, 3 and 4 are able to collect merits if they are able to...

- Develop- let adults help, knowing that it is ok to make mistakes so we can learn from them
- Engage- being curious, joining in
- Communicate- kind words, working with peers, asking for help
- Aspire- being ambitious and trying your best with work and friendships, working towards your goals

These should be awarded one at a time in direct explicit response to good behaviours for learning. Pupils can use their merits to access enrichment time on a Friday. All pupils are able to access a range of activities identified by the pupils themselves with a higher number of merits needed to achieve the most prized activities. The merit system has been designed to appeal to pupils for whom extrinsic motivation is successful whilst giving pupils the opportunity to recognise and develop the feelings associated with intrinsic reward. It is important that rewards are experienced as positive shared experiences with their peers as part of the school community.

In addition...

Achievement Assemblies once per half term 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, postcards, or a call home etc. Students indicated through the Pupil Leadership Group 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 or responses 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. Where possible, a restorative conversation or circle should be used to provide a framework to gather the pupils' views, establish facts, support the pupils' and their peers understanding of an incident, to repair and relationships and identify ways to support the child and improve their behaviour. Ideally a 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, supervising the pupil, and informing the child's parents that sanction has been given.

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:

- Verbal reprimand (with an explanation and appropriate support for their communication needs)
- Loss of privilege.
- Miss an activity.
- Having a different breaktime if a pupil has been unsafe, bullied or harmed others at a previous break time
- 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- this constitutes removal and should be recorded on the incident form
- 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.

- Suspension or External exclusion **Note:** This can only be authorised by the Principal in response to serious breaches or persistent breaches of the school's behaviour policy; and if allowing the pupil to remain in school would seriously harm the education or welfare of the student or others in the school. (See exclusions statement)

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

Important Definitions:

Removal: not be confused to separation or workrooms used for non-disciplinary reasons, only be used as a last resort to restore order and calm following an unreasonably high level of disruption, disruptive pupils to be taken to a place where education can be continued in a managed environment. The Principal) should have oversight of removal. **Schools should have regard to their duties towards pupils with SEND in cases of removal.**

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 i.e. A PBSP (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 2024
- Prevent strategy 2019
- Children and Families Act 2014
- Behaviour in schools: Advice for headteachers and school staff February 2024
- Safeguarding Policy
- Exclusion Statement
- Physical Contact Policy
- Anti-bullying and harassment policy
- Staff conduct policy
- Whistle blowing policy
- Staff dress code.

- Section 550ZA of the Education Act 1996
- Children Missing from Care policy

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 using the Solar Behaviour Incident form **within 24 hours**. Refer to Contact Policy

In cases where a child has been injured the adult involved should complete the medical tracking system (currently My Medical Tracker); in cases where an adult has been injured, they should complete the accident book after seeking 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).

Where a physical intervention has taken place, or a child is significantly distressed parents should be informed as soon as possible the same day.

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, WEDUC communications, changes to PBSP and /or risk assessment , work undertaken with pupils recorded in SLT/ teacher's records etc.

After the incidents form is completed the Lead Practitioner for the pupil's key stage or area of school should review the incident and follow up on any actions or staff or pupil debrief. All Senior Leaders in the Education Team and the Principal receive an alert.

Monitoring

The Assistant Principal leading Behaviour for Learning and the Behaviour for Learning Team will monitor and record levels and nature of incidents on a fortnightly basis. Data showing emerging patterns and trends are then used to inform strategic planning and identify appropriate interventions for groups and individuals

Formal analysis of behaviour is updated on a termly basis and evaluation include numbers of incidents per child, key stage, school department, and place.

Incident reporting is monitored on behalf of Speech and Language UK by the Care Standards Visitor each half term.

Appendix 4-Home School Agreement

The Dawn House Way -Home School Partnership Agreement



This document aims to illustrate how school and home can work together for the good of all children attending Dawn House School. It supports the policies and practices of the school and our Pupil Leadership Group have developed the Adult and Pupil expectations. If you would like to view any of our policies then please do not hesitate to contact us and they will be available for you to view when you visit. Key policies are available on our website. We ask and expect you to support our school community by upholding these values when you child becomes a pupil at our school. Please look at them with your child and keep them handy.

As a school Dawn House will:

- Keep regular communication through mails, WEDUC and letters.
- Make every effort to forge good professional relationships with parents and carers.
- Care for your child's safety and happiness.
- Provide a balanced curriculum.
- Listen and respond to your queries and concerns.
- Listen and respond to pupil's queries and concerns.
- Set appropriate targets and help pupils to achieve them.
- Provide support for your child's individual needs.
- Provide appropriate information and guidance to you so that you can support your child.

The parent / carer of the pupil will:


- Keep good communication links with school, share concerns, contribute to the child's development by sharing information. This can be done via a telephone call, WEDUC or email (if you have information that might affect your child's day label it **handle with care**).
- Ensure the child attends school and is equipped to learn.
- Encourage and support the child with:
- Completing homework.
- Inclusion opportunities.
- Social skills.
- Independence skills.
- Developing good behaviour.
- Notify the school if the child is absent and try to take holidays during the

Contact

Core teams send regular updates to parents at three points each half term through WEDUC. Contact can also be made through WEDUC as need arises. The weekly Principal's Message to Parents is sent on a Friday. This gives you important information about upcoming activities and changes in school, as well as a flavour of what has been going on each week, and signposting to useful resources. We encourage parents/carers to send a brief email labelled handle with care to their child's tutor if there is something that might affect their day in school-we can share that information with staff or make a small change that might help.



Appendix 5-The Dawn House Way (good behaviours for learning) Visual Resource



The Dawn House Way - Pupils will...

Be safe. Be kind. Be in the right place.

Tell an adult if you have a problem.

Join in with lessons, do your best work and ask for help.

Respect other people's opinions and beliefs and differences.


Look after our school, walk calmly.

Speak up if you think someone is not safe.

Speak up if something is not fair.

When things go wrong, put it right and what to do next time.

When things go wrong, talk about what happened, how



The Dawn House Way - Adults will...

Show us what kindness, good behaviour and trying your best look like.

-even if you are in a bad mood!

Respect other people's opinions and beliefs and differences.

Tell us when we do well- give merits fairly every lesson.

Understand behaviour is part of how we communicate - help us to learn to.

Speak up about our needs and wants politely.

Help us understand how we behave has affects that can be good or bad, and how to use strategies to help.

Speak up when someone is not safe or things are not fair.

When things go wrong, help us think and talk about what happened, who was affected and how put it right and what to do next time.

Appendix Six – Roles and Responsibilities

<p>Safeguarding Team/LA coordinator</p> <p>Inform SW of incidents for CIN pupils, monitor and respond to incidents of bullying, racism, homophobia, misogyny, child on child abuse identified through Solar reporting.</p>	<p>Wellbeing Team</p> <p>Accept referral and signpost to appropriate support</p>	<p>Team Teach Trainers</p> <p>L1&2 training of staff, surgery around individual pupils, attending focus meetings. Promote a 95% deescalate approach and restorative practice.</p>
<p>Behaviour For Learning Team -Assistant Principal in collaboration with Behaviour Mentor and Team Teach Trainers.</p> <p>In response to incidents</p> <ul style="list-style-type: none"> coordinate the creation, implementation, quality assurance of PBSPs quality assurance and monitoring of incident forms support Lead Practitioners in completion of actions identify patterns and trends and sustained and repeated incidents of bullying to DSL. weekly meeting with behaviour mentor to facilitating restorative conversations and parent meetings in response to more serious or complex incidents <p>Prevention</p> <ul style="list-style-type: none"> strategic development of Behaviour for Learning, engagement with pupil voice, review and update of Anti Bullying and Behaviour Policy Provide CPD in Team Teach Training and Restorative Practice, engage in, model and support colleagues in facilitating restorative conversations attend focus meetings collaborative work with parents, Wellbeing, Safeguarding, Therapy, Education teams 		
<p>Lead Practitioner</p> <p>In response to incidents</p> <ul style="list-style-type: none"> communicate with colleagues /SLG if a significant incident has taken place and a child needs ongoing support or change to their day respond to incidents which require a Level 2 Team Teach response to ensure the safety of pupils. support tutors to make call to parent, if necessary, facilitate or support colleagues to implement restorative conversations Review Solar form: Record response or sanctions/calls to parents under actions, record restorative conversations pupil/pupil debrief, and staff debrief where appropriate Hold parent meetings where their involvement as needed Support tutors to put in place/review a PBSP and review individual risk assessments as necessary post incident. Respond to actions requested by Behaviour Lead. Refer to Wellbeing Team (including Behaviour Mentor) if a pattern of incidents is occurring <p>Prevention</p> <ul style="list-style-type: none"> check that Risk Assessments and Provision plans are completed within 6 weeks of a pupil's being on role and are implemented and shared appropriately call /attend focus meetings to collaboratively problem solve if a pattern of dysregulation or behaviours arise champion restorative language, chats, and explicit use of the merit system model good behaviours for learning and communication and kindly hold colleagues to account if they fall short. 		
<p>Tutor</p> <p>In response to incidents</p> <ul style="list-style-type: none"> where possible inform parents via a phone call or face to face if their child has been involved in an incident where there has been physical aggression, injury or significant distress before the child goes home record the call in parent contacts implement sanctions or responses to low level incidents in line with the behaviour policy review the pupils PBSP and risk assessment *add newly identified strategies /triggers to Provision Plans post incident Respond to actions as requested in Solar incident forms. <p>Prevention</p> <ul style="list-style-type: none"> lead core team in completing risk assessments within 6 weeks of a pupil coming on role/update annually or following a change familiarise new core team members with PBSPs, Risk Assessments, Provision Plans, EHCPs and share in briefings/via email appropriately attend briefings /share handle with handle with care information maintain good communication with home Call /attend focus meetings to collaboratively problem solve if a pattern of dysregulation or behaviours arise use tutor times to facilitate restorative conversations between peers 		
<p>All Staff</p> <p>In response to an incident:</p> <ul style="list-style-type: none"> ensuring pupils are supported, supervised and safe support pupils with 95% de-escalation or level 1 team Teach prompts and guides as necessary and in line with Physical Contact Policy offer and record first aid. handover information to colleagues who maybe supporting a dysregulated pupils next lesson or breaktime ask for support from a Level 2 team teach trained colleague if a physical intervention might be necessary to keep children safe complete solar incident form as soon as possible within 24 hours making sure you have referred to the child's PBSP and commented on its effectiveness <p>Prevention</p> <ul style="list-style-type: none"> quality first teaching, engaging curriculum, provide appropriate differentiation and stretch, identify positive behaviour for learning explicitly when awarding merits for understand and meeting pupils needs (referring to Provision Plans PBSPs, EHCPs, Risk Assessments) collaborative working through core team meetings and focus meetings value and abide by The Dawn House Way, revisit the Dawn House way frequently and regularly with pupils, actively engage with pupils at breaktimes, during transition and lessons to teach strategies to self-regulate communicate, negotiate friendships, and resolve conflict e.g. Zones of Regulation, Sensory Diets, Restorative Conversations 		