Behaviour Policy 2019

Responsibility: Behaviour Team   Date: May 2019

Signed & Adopted by the Governing Body:

Chair of Governors

Date: 22.05.19

Date to be reviewed: May 2020

INTRODUCTION

It is a primary aim of Villa Real School that every member of the school community feels valued and respected.

At Villa Real we not endorse one behaviour management system over another, but seek to develop positive behaviour through self regulation approaches, communication strategies, emotional well being support and personalised supportive curriculum.

This policy aims to:

- Provide a **consistent approach** to positive behaviour for learning
- **Define** what we consider to be positive behaviour for learning and life
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and support mechanisms**

AIMS

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/students with medical conditions at school
- Keeping Children Safe in Education 2018

It is also based on the special educational needs and disability (SEND) code of practice.

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

ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles.

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Villa Real Governing Body, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher 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.

Villa Real School Behaviour Team
Are responsible for:
- Implementing and reviewing the behaviour policy consistently Deliver training
- Support staff in providing a personalised approach to the specific behavioural needs of particular pupils/students including risk assessment
- Monitor Positive Handling Plans (PHP) and Incidents of Restrictive Physical Intervention (RPI)
- Promote positive behaviour

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/students
- Recording behaviour incidents

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

Parents/carers
Parents/carers are expected to:
- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school staff promptly
- Respect the School's Behaviour Policy and disciplinary authority of school staff
- Ensure their child follows reasonable instructions
- Attend meeting with the Head teacher or other school staff when requested

Pupils/Students
Pupils/students are encouraged to:
- Follow instructions from staff
- Be polite and kind at all times
- Use equipment correctly
- Show respect to members of staff and each other
- Treat the school buildings and school property with respect
- Act as a positive ambassador when off school premises

POSITIVE BEHAVIOUR MANAGEMENT

Promoting positive behaviour and the day-to-day management of pupils/students is the responsibility of all staff in the school. Pupils/students should be encouraged to develop an understanding of right and wrong and what behaviour is acceptable and what is not, in a positive way. Staff will proactively emphasise what pupils/students are doing well rather than focussing on negatives.

Praise will be used to reinforce positive work, attitudes and behaviour. At Villa Real School we use a range of rewards to encourage positive behaviour.

List of rewards

Positive behaviour will be rewarded with:
- Praise
- Motivating items
- E mail home (through Earwig)
- Golden time
- House points
- Positive phone call home
- Headteacher's Award
- Stickers
- Certificates
- Choice activities
- Special activities

Positive language is used giving clear directions and instructions of expected outcomes. Positive behaviour support approaches should be embedded throughout the day. The use of bespoke rewards for in task and life skills is extending and developing. Personalised rewards are a huge part of our Behaviour Management Policy.

Sensory diets and sensory activities are often used to prevent incidents of challenging behaviour. These are supported by Future Steps OT Service and have hugely promoted positive choices.

SUPPORT MECHANISMS

The school may use one or more of the following support mechanisms in response to unacceptable behaviour:
- A verbal reprimand
- Expecting work to be completed at another appropriate time
- Referring the pupil/student to a senior member of staff
- Letters or phone calls home to parents
- Removal from classroom with a member of staff

The Quiet Room is also used by some students as a space that has no environmental stimuli. This allows them to emotionally regulate without any external stimuli. This is generally the student's choice and they may or may

not want staff interaction during this time. This is not a restraint and will not be recorded as an RPI but the use of the quiet room is still documented.

In the situation where a student is removed from one setting and is placed in the Quiet Room, it is then time limited and documented. This is used as a temporary measure to contain a student who might otherwise seriously injure themselves or others. This is used on very rare occasions.

The Quiet Room may also be used for therapeutic intervention as part of their sensory diet and upon recommendation from OT.

OFF-SITE BEHAVIOUR

Our equal opportunities states that all pupils/students should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each pupil/student prior to each visit into the community. Due consideration should be given to the following
- Is the pupil/student able to cope with the demand of the proposed visit?
- Are there sufficient, suitably trained staff – particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?

CLASSROOM MANAGEMENT

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.
They will:
- Create and maintain a stimulating environment that encourages pupils/students to be engaged
- Complete an environmental checklist to ensure the environment is suitable for the needs of pupils/students
- Develop a positive relationship with pupils/students, which may include:
  o Greeting pupils/students in the morning/at the start of lessons
  o Establishing clear routines
  o Communicating expectations of behaviour in ways other than verbally e.g. visuals
  o Highlighting and promoting good behaviour
  o Concluding the day positively and starting the next day afresh
  o Having a plan for dealing with low-level disruption
  o Using positive reinforcement

All staff adopt a positive approach to improving School behaviour in order to reward effort and application, and to build self-esteem. The School works in partnership with those who know the pupil/student to:

- Look at causes as to why he/she behaves in the way they do.
- Try to understand factors that influence the pupil/students behaviour.
- Identify early warning signs that indicate foreseeable behaviours are developing.

This approach helps to ensure that early and preventative intervention is the best practice and so therefore often reducing the incident of extreme behaviours.

PHYSICAL RESTRAINT

In rare circumstances, staff may use reasonable, proportionate and necessary force to restrain a pupil/student to prevent:
- Causing disorder that may impact on a safe and secure learning environment
- Hurting themselves or others

Incidents of physical restraint must:
- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

The emergency alarm will be pressed when immediate help is needed.

CONFISCATION

Any prohibited items found in pupils'/students' possession will be confiscated and returned to parents/carers after discussion.

PUPIL/STUDENT SUPPORT

When acute needs are identified in a pupil/student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

PUPIL/STUDENT TRANSITION

To ensure a smooth transition to the next year, pupils/students have transition sessions with their new staff. In addition, staff members hold transition meetings.
To ensure behaviour is continually monitored and the right support is in place, information related to pupil/student behaviour issues may be transferred to relevant staff at the start of the term or year or throughout where necessary.

Information on behaviour issues may also be shared with new settings for those pupils/students transferring to other schools.

MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the Headteacher and the Governing Body annually. At each review, the policy will be approved by the Headteacher.

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:
- Anti-bullying Policy
- Child Protection Policy
- Special Needs Policy