



BEHAVIOUR POLICY



This policy takes account of:

Legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:

Education and Inspections Act 2006, Section 93

Education Act 2002

Equality Act 2010

Values and Ethos

Enquiry Approach to Behaviour

Springwell Learning Community's approach to behaviour is one of enquiry and not to suppress negative behaviour, aiming to explore the reason and the skills lacking in order to understand behaviour appropriately.

Behaviour is Communication

We recognise that all behaviour is communication; a young person can lack the skills in order to communicate appropriately, when they are anxious, for example. Our aim is to empathise, enquire and help them learn more appropriate methods of communication/behaviour.

Unconditional Positive Regard

Each day is a new day, each session is a new session, and after each episode of negative behaviour it is a new opportunity to recognise positive behaviour. The Springwell Learning Community strongly believes in unconditional positive regard and we aim to submerge all our young people in this ethos.

Flexible Consistency

We strive to offer a consistent approach when supporting behaviour: calm, positive, caring, supportive and with empathy. However, needs and circumstances of the individual will always be considered, resulting in "flexible" consistency.

Nurture Principles

We strongly believe that following the six Nurture Principles will provide the greatest opportunities for our young people to learn/develop the skills to support positive behaviour:

- Children's learning is understood developmentally
 - The classroom offers a safe base
- The importance of nurture for the development of wellbeing (Self-esteem)
 - Language is a vital means of communication
 - All behaviour is communication
 - The importance of transition in children's lives

Obsessed with Positive Behaviour

We are obsessed about all young people achieving academically and behaviourally. It is important that young people are frequently reminded of what positive behaviour looks like, rather than always being told



“*what not to do*”. Our Obsessions are displayed throughout the centres, which all our staff and young people will strive to encourage and display daily.

Quality First Teaching & Learning



Springwell Learning Community recognises the importance of providing high quality teaching and learning opportunities for all our young people, which are appropriately differentiated to meet the needs of the individual. Thoroughly planned and engaging learning (academic and social), provide positive experiences and in turn has a positive impact on behaviour.

For further information please see the Teaching & Learning policy

Recognition (Rewards)

At the Springwell Learning Community, we want to all our young people to do their best because they recognise the rewards for themselves and feel proud of their own achievements. However, we also want to ensure that the Academy celebrates all progress and exceptional achievements, including positive behaviour.

-  Positive phone calls home
 -  Postcards home
 -  Attendance certificates
 -  Positive points
-  Bespoke rewards – daily/weekly
 -  Class rewards
 -  ½ termly rewards
 -  Hot chocolate Fridays

Logical Consequences & Restorative Practice

The Academy uses logical consequences, in order help a young person understand how their actions can affect others.

-  Use of planned ignoring (where possible)
 -  Facial expressions
 -  Verbal coaching/advice
 -  Reduction of choice time
-  Restorative conversations and discussions with those affected
 -  Time out/Safe space
-  Help put things right – e.g. helping tidy a room or replace a display
-  Community Service – help give something back to their community (School)
-  Restorative twilight session – sessions outside of the school day, where student and staff relationships can be repaired/formed

Restorative Practice

Restorative practice will be used to help the young person understand how some of their actions make others feel. As a result, all Springwell Lincoln City Academy staff were trained in Restorative Practice in term 1 (2017) by Mark Finnis (A specialist in Restorative and Relational Based Practice).



Use of Fixed Term Exclusions

As an inclusive organisation, Wellspring Academy Trust believes that:

“All academies should develop a supportive culture where exclusions is seen as an absolute final resort and where the best endeavour is used by all school leaders to avoid permanent exclusion from school. Fixed term exclusion should be viewed not as a sanction but as a mechanism to provide support and plan intervention” (Wellspring Academy Trust, 2017).

The Springwell Lincoln City Academy supports the Trust’s values on exclusion and each centre will strive to find alternatives. However, we understand that sometimes its use is unavoidable. A fixed term exclusion could be used for persistent or serious negative behaviour (in line with DfE guidance on Exclusion from maintained schools, academies and pupil referral units in England

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf).

Following a fixed term exclusion, the Academy will seek to explore a personalised plan and again implement ‘assess, plan do, review’ (refer to our SEND & Inclusion policy), with the aim of supporting the young person to be successful. Parent/carers and the young person will be encouraged to contribute to such plans.

Targeted Intervention

There are occasions where a young person requires a greater level of support away from their peers. Targeted Intervention is a programme of focused support and intervention for those pupils unable to access education within the normal settings.

Please see Targeted Intervention Policy for more details (appendix 2)

The Care Team

At the Springwell Learning Community, each of our centres operates with a Care Team, which is supported by a central Care Team Manager. The Care Team has specific responsibilities in ensuring the young people receive the greatest level of care when most needed. Each team will endeavour to be proactive providing support before a young person reaches crisis, by offering appropriate intervention. Unfortunately, there will be occasions where the Care Team has to be reactive and support a young person in crisis on these occasions the team will use specialist techniques of de-escalation.

Restrictive Positive Intervention (RPI)

All staff have been trained to use Team Teach techniques to help reduce the risk of serious incidents occurring through de-escalation. In exceptional circumstances, staff may use restrictive positive intervention (RPI), where the use of reasonable and proportional force is required (*please refer to Use of Reasonable Force Guidance, published by the DfE (July 2013)*). Further information about this approach can be found in the academy’s Restrictive Positive Handling policy.

Searching, Screening and Confiscating

Searches on young people may be carried out where there are reasonable grounds for suspecting that a child may have a prohibited item. Any prohibited item found as the result of a search will be confiscated and will not be returned to the young person. Academy staff can also seize any item, however found, which they consider to be harmful or detrimental to academy discipline. The Academy pays full regard to the DfE guidance Searching, Screening and Confiscating (April 2014) and notes its obligations under the European Convention on Human Rights.



Recording of Behaviour

All behaviour (positive and negative) is tracked on an online system (Behaviour Watch), where data is analysed to identify patterns and trigger support etc. The Academy records positive and negative behaviour, RPIs (including Front Ground Recovery), concerns, and Racist and Homophobic incidents.

The Head of School, with the support of the Care Team Manager, is responsible in ensuring both Front Ground Recoveries and Racist incidents that have been recorded are dealt with accordingly, ensuring the appropriate professional bodies have been notified (if deemed appropriate).

Linked Policies:

-  Inclusion Policy inc SEND
-  Teaching & Learning Policy
-  Safeguarding Policy
-  Complaints Policy
-  Safe Touch Policy
-  Restrictive Positive Intervention Policy
-  Searching, Screening and Confiscating Policy



Appendix

1. Targeted Intervention Policy

(Used in conjunction with the Behaviour Policy)

Overview:

Targeted Intervention is a programme of focused support and intervention for those pupils unable to access education within the normal settings. Pupils referred to Targeted Intervention are those with extreme, violent or oppositional behaviours or significant anxiety and trauma-related behaviour.

All those placed on Targeted Intervention are Pathway 1 pupils and have Personal Education & Attendance Plans.

Referral to Targeted Intervention is via the Executive Vice Principal with strategic responsibility for interventions.

There are two clear cohorts of pupils referred to Targeted Support:

Cohort 1: (Long-term)

Pupils with significant mental health difficulties, school refusers, high anxiety and/or developmental trauma influenced behaviours. These pupils are unable to successfully access on-site provision and have substantial social and emotional needs.

These pupils are all subject to continuing monitoring and referral for formal SEN assessment and subject to continual dialogue with parents.

Cohort 2: (Short-term)

Pupils with serious violent and aggressive behaviours. Referrals to Targeted Intervention are a result of sustained and significant high order violent and destructive behaviour. This takes the form of assaults to staff, damage to property, assaults on pupils, elevated levels of defiance and consistent inability to follow basic health & safety procedures.

These pupils are all subject to risk assessments, regular reviews and monitoring. They are also referred for formal SEN assessment.

All Cohort 2 pupils have regular reviews with the intention that reintegration to a site be the main priority. If reintegration is unsuccessful, then pupils will return to Targeted Intervention until a further reintegration is planned and/or a SEN assessment results in an EHCP with a named specialist provision.

There is always an intention to reintegrate pupils into full-time provision and therefore all pupils on Targeted Intervention retain places in centres for planned reintegration.

Targeted Intervention Curriculum:

The personalised curriculum consists of one-to-one tuition (based locally in the home or in libraries and/resource centres), access to online virtual learning, pastoral 'safe and well' visits and regular, formal reviews.