

SPRINGWELL LEARNING COMMUNITY - LINCOLNSHIRE



Behaviour Policy

<u>DATE POLICY WRITTEN:</u>	<u>September 2020</u>
<u>GOVERNOR RATIFICATION DATE:</u>	<u>15th October 2020</u>
<u>DATE OF REVIEW:</u>	<u>September 2021</u>

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

Behaviour Principles

Behaviour is Communication

We recognise that all behaviour is communication and many of our pupils have not yet developed the age appropriate skills in order to communicate appropriately. When they find things difficult or challenging many of our pupils will be operating in the instinctual or emotional parts of their brain rather than the thinking brain. Our responsibility as adults is to regulate, relate and reason to help our pupils to develop the skills to communicate their feelings in an appropriate way.



Enquiry Approach to Behaviour

Springwell Learning Community's approach to behaviour is one of enquiry. Our aim is to explore the reason behind the behaviour to identify a pupil's needs and help our pupils to develop their self-regulation skills over time.



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

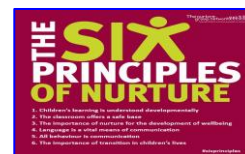
We strive to offer a consistent approach when supporting behaviour, calm, positive, caring, supportive and with empathy. However, needs and circumstances of the individual will always be considered, resulting in "flexible" consistency.



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 pupils achieving their best. It is important that young people are frequently reminded of what positive behaviour looks like, rather than always being told “*not what to do*”. It is also important that pupils are clear that we have high expectations and what those expectations are. We have developed 3 simple expectations for our pupils and these are known as the Springwell Obsessions. Springwell obsession posters are displayed throughout the school, and our pupils will be reminded and encouraged to follow these expectations. Staff will recognise and offer praise where pupils are remembering the obsessions.



Quality First Teaching & Learning

Springwell Learning Community recognises the importance of quality first teaching and have established core lesson expectations which include teaching being 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.



Mental Health Matters

Springwell Learning Community understands the importance of supporting young people with mental health related concerns. We consider the difficulties our young people face and seek to provide the most appropriate support for pupils.



Trauma Informed Practice

Springwell Learning Community are advocates for Trauma Informed Practice and incorporate this in to our daily practice. We are ACE aware and prime ourselves on obtaining the greatest level of understanding about our young people, ensuring we can provide them with the highest level of support relevant to their needs.









Recognition

At the Springwell Learning Community, we want to all our young people to do their best and feel proud of their achievements. We ensure that we celebrate progress and achievements, including positive behaviour.

Relationships, Responses & Restorative Practice

As is clear from our values and ethos, at Springwell Lincolnshire we strongly believe in supporting our pupils when they are not able to communicate or respond or make positive choices. Our relationship policy explains how we are committed to education practices which protect, relate, regulate and reflect. Staff may use of range of strategies to support pupils such as:

-  Use of planned ignoring (where possible)
-  Non-confrontational body language and facial expressions
-  Therapeutic language
-  Use of Safe space
-  Restorative conversations and discussions with those affected
-  Repairing any harm and helping to put things right – e.g. helping tidy a room or replace a display

These are only a few examples and each individual school will have its own strategies to meet the needs of pupils in that school.

Restorative practice will be used to help pupils to understand how some of their actions make others feel. In 2017 Springwell Learning Community staff were trained in Restorative Practice by Mark Finnis (A specialist in

Restorative and Relational Based Practice) and restorative practice continues to part of our new staff induction programme and ongoing CPD. This is daily practice for all staff and at the heart of how we support and encourage positive behaviour.

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 Academies Trust, 2017).

The Springwell Learning Community, Lincolnshire supports the Trust’s values on exclusion and each school 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 school will seek to explore a personalised plan and again implement ‘assess, plan do, review’ (refer to our SEND policy), with the aim of supporting the young person to be successful. Parent/carers and the young person will always be encouraged to contribute to such plans.

Targeted Intervention

There are occasions where a young person’s needs are such that they require more targeted and bespoke 1:1 support programme to enable them to build trusting relationships with adults and enable them to feel safe and secure to be in school. 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)

SEMH Learning Practitioners

Each academy within the community believe, learning and behaviour is everyone’s responsibility. However, it is also recognised our pupils may require additional support, whether academic or SEMH related. Each academy has team of SEMH Learning Practitioners, who’s primary role is to support the learning of our pupils, with the individualised support required. Each team will endeavour to be proactive providing support before a pupil reaches crisis, by offering appropriate support and intervention. However, they may be occasions where the SEMH Learning Practitioner is required de-escalate a pupil that is in crisis, through the safest means necessary.

Behaviour Lead

The Behaviour Lead is role is to help create and maintain a positive learning environment that is considerate of needs of the pupils. They support and advise staff with any concerns in relations to pupil behaviour, as well as monitoring and quality assuring behaviour data.

Restrictive Positive Intervention (RPI)

All staff have Team Teach training to help reduce the risk of serious incidents occurring. The Team Teach approach is 90% de-escalation and staff are highly skilled at using these techniques to support pupils. In order to protect pupils and staff, there may be times where the use of reasonable and proportional force is required (*please refer to Use of Reasonable Force Guidance, published by the DfE (July 2013)*) and in these situations staff may use restrictive positive intervention (RPI). Further information about this approach can be found in the academy’s Restrictive Positive Intervention policy.







Searching, Screening and Confiscating

Searches on young people may be carried out where there are reasonable grounds for suspecting that a pupil 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 safety and behaviour policy. 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

Restrictive Positive Intervention and other behaviour related to safeguarding, including peer on peer abuse, is logged on the academy's safeguarding online system (CPOMs). This data is regularly monitored by the Behaviour Lead and Executive leadership/Head of School, ensuring the appropriate professional bodies have been notified (if deemed appropriate).

Linked Policies:

-  SEND Policy
-  Relationship Policy
-  Safeguarding Policy
-  Complaints Policy
-  Safe Touch Policy
-  Restrictive Positive Intervention 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.

There are three 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 re-integration to a site be the main priority. If re-integration is unsuccessful, then pupils will return to Targeted Intervention until a further re-integration is planned and/or a SEN assessment results in an EHCP with a named specialist provision.

Cohort 3: (Attendance concerns)

Pupils with low attendance may be offered a Targeted Intervention provision in order to provide a stepping stone into fully time education. We work with a lot of young people who have historic school attendance issues or due to sudden trauma stop attending. A TI provision may provide our staff with the opportunity to understand the needs of the young person and/or provide them with a more gradual approach to encourage a full-time educational offer.

There is always an intention to re-integrate 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 on-line virtual learning, pastoral 'safe and well' visits and regular, formal reviews.

2. Covid-19 update

At the learning community we believe our approach to behaviour is even more important during these challenging times for all pupils and staff. With this in mind, we do not believe there is a need to make considerable changes to our behaviour policy. However, due to the increased risk to health and safety, created by to Covid-19, the Executive Leadership/Head of School may have to consider a pupil's provision if concerns around safety are compromised.