TREGONWELL ACADEMY
High Expectations, Support, Challenge

TREGONWELL ACADEMY BEHAVIOUR POLICY

Nigel Bowes Campus

Updated to include response and amendments related to COVID 19 (see appendix)

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Adopted by AAC: date tbc

High Expectations, Support, Challenge

Part of Ambitions Academies Trust

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Background to Tregonwell Academy and its Behaviour Support Policy

This policy should be read in conjunction with the Care and Control policy, Attendance Policy, E-Safety and the Anti-bullying Policy. Due regard is always given to the SEND Code of Practice (2015).

Tregonwell Academy is special provision for young people aged 5-16 years experiencing Social, Emotional and Mental Health difficulties, alongside other areas of need such as ASD, ADHD, SPLD, for example. Pupil Profiles and Inclusion plans inform planning for individual need.

Pupils are referred to us through an Educational Health Care Plan (EHCP), an alternative provision placement (Permanent Exclusion), or through a purchased place (pupil at risk of exclusion or other needs.)

The academy consists of three sites; Nigel Bowes Campus, Petersfield Campus and Throop Learning Centre.

Aims

This policy is designed to promote positive Behaviour for Learning through high expectations, support and challenge in line with the Academy's vision. The Behaviour Policy aims to use engaging learning opportunities to provide pupils with the skills and attitudes to *prepare them for a safe, happy and productive adult life*.

The policy underpins the foundations for providing a safe environment for learning and with this in mind must be adhered to by all staff and pupils in order to provide a balanced and individualised approach. This means working consistently within the framework set out within this policy, whilst being flexible around meeting specific needs. Considering need, context and impact will make positive long term behaviour changes.

The school promotes British Values and has a code of conduct based on respect.

The policy provides a structure for pupils to be supported in understanding and modifying their behaviours.

Foundations

The school upholds the mantra of 'High Expectations, Support and Challenge'. The school's Code of Conduct is based on our expectations that pupils will show resilience, be safe and show respect at all times

The academy will firstly look to ensure that individual needs are met in relations to Maslow's hierarchy of need (https://www.simplypsychology.org/maslow.html).

Pupil's individual and complex needs are met within the pupils' curriculum diet both academic and Social, Emotional and Mental Health development.

Strategies & Approaches to Behaviour Management

School staff will ensure:

- The quality of teaching affects pupil behaviour and we aim to ensure that our curriculum delivery meets the needs of all our pupils.
- They model appropriate behaviour and provide pupils with alternative strategies for managing their own emotions, necessary to promote good behaviour and self regulation
- They encourage pupils to make their own positive choices as often as appropriate.
- They proactively seek to make for a safe and consistent environment and will use appropriate de-escalation strategies in moments of challenge.
- Staff should also:
  - Ensure fundamental basic needs are met regarding safety, health and wellbeing.
  - Ensure that lesson plans are developed ensuring the needs of all the pupils are met and that good practice is shared regularly within their teams
  - Ensure that every lesson is differentiated, use a wide variety of teaching styles and take into consideration pupils' individual learning styles and life experiences.
  - Set appropriate targets and monitor success towards their targets. Enable pupils with situations they can succeed in and set challenging yet achievable targets and celebrate successes.
  - Provide opportunities for pupils to demonstrate and develop socially and emotionally.
  - Work towards developing a positive relationship with each pupil as establishing clear boundaries is key to raising self-esteem and reducing anxieties that may obstruct good behaviour for learning

Staff also employ expert knowledge and strategies when supporting young people with Autism, Attachment Disorder, Speech, Language and Communication difficulties, for example.

Pupils will:

- Be made aware and reminded of the school's code of conduct.
- Accept support offered in working towards individual targets and work within the school's Code of Conduct.
- Be expected to comply with staff instruction, and work towards appropriate academic and behavioural targets.
- Be aware of the consequences their actions could or have had to make good choices.
- Increasingly take more responsibility for their own learning and behaviour; supporting other pupils and cooperating within a group and taking more responsibility for the school environment.

Parents:

Pupils' learning is maximised when there is a true partnership between pupil, parents/carers and staff. We aim to:

- Encourage active parental involvement.
- Maintain close liaison to ensure a consistent approach in supporting pupils' needs and respond appropriately to their behaviour.
- Ensure regular verbal and written communication with parents, establishing consistent and predictable approaches for pupils.

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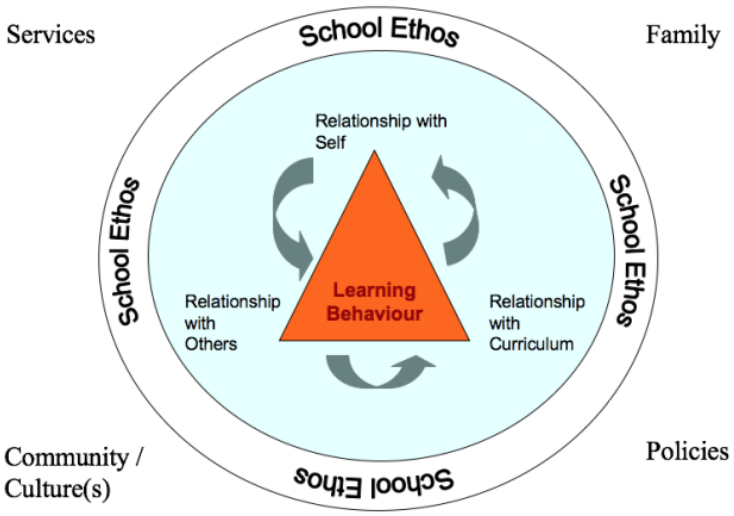
Behaviour for Learning

Teachers and the Support team will support pupils to develop positive behaviour for learning. Self-esteem, social development and curriculum engagement are key components in ensuring positive behaviour for learning. The staff team around the pupils will identify and instigate interventions and approaches to support with these key components.



This policy assists staff with finding a balance between reward, support and sanction, which meets both the needs of pupils and is consistent when experiencing challenging behaviour. To support achieving this balance staff receive training in the following;

- Restorative Approaches
- Approaches to neurodiversity (Autism, Asperger's etc)
- PACE
- Other SEMH needs
- Supporting learning needs such as dyslexia and dyscalculia.

We recognise that behaviours are pupils communicating an unmet need. A one size fits all approach does not work and we will take an individual approach to all behavioural issues.

PACE - PLAYFULNESS, ACCEPTANCE, CURIOSITY, EMPATHY

PACE is an approach of four personal qualities which allow adults to support a young person to develop their own self-awareness, emotional intelligence and resilience. Over time, and with practice, a young person will gain strong tools to be able to understand and regulate their emotions.

Key to this approach is a deep respect for the young person's own experiences and their inner life. When an adult engages in this way they are able to provide a supported space within which pupils can hone and develop their own thinking skills. We help pupils to reflect upon, understand and then manage their emotions more skilfully.

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Interventions, CPD training and Support

The teaching of emotional literacy supports pupils' developing emotional intelligence which may ultimately enable them to identify and manage those emotional difficulties which inhibit learning or appropriate social conduct or interaction.

The school offers training to all staff on meeting complex needs (e.g. Autism, Attachment, Speech language and Communication) and learning needs (e.g. Dyslexia, Dyscalculia).

Staff are trained in Team Teach conflict management strategies, which support pupils through a range of graduated responses that identify choices and consequences.

In the event that a pupil manifests behaviour that may be detrimental to good order or learning, or is a risk to the well-being of others in class, staff should ensure they take all necessary steps to de-escalate and prevent anti-social behaviour. Additional support may be called for through the Pastoral Support Team.

Physical Intervention

The Education and Inspections Act 2006 (s.93) gives staff the legal right to use reasonable force to prevent pupils when; committing an offence, causing personal injury to themselves or another person, causing damage to property, or prejudicing the maintenance of good order and discipline at the school. The school is committed to reducing the need for physical intervention and seeks to implement a positive and proactive approach to managing pupil behaviour wherever possible.*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

Where staff feel that a pupil is carrying something that would be detrimental to the good order of the school or the learning environment, they may search the pupil, and confiscate, retain or dispose of anything that may hinder learning.*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Pupils Support Systems

The first level of support is offered through the high levels of supervision provided by staff throughout the day. The small classes also allow staff to support pupils closely with a focus on areas of challenge.

The school Safeguarding and Attendance team are also easily accessible through direct contact or through their class team.

The School Council meetings are held frequently and have regular agenda items regarding 'feeling safe' and 'learning'.

As well as liaising with parents and carers, the school works alongside external agencies (such as CAMHS, Addaction, Safe Schools and Communities Team and School Nurse), that are invited to work with pupils on site to reduce anxieties and increase access opportunities.

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Code of Conduct

The Code of Conduct (see appendix 2) is concise and positive and is circulated among all pupils and staff. It is displayed in each classroom, and about the school. It forms the basis for awarding credits for each lesson. Its content is visited each term in assemblies and is discussed as part of School Council meetings.

The Code of Conduct is based on developing resilience, being safe and demonstrating respect across the schools to ensure a supportive and safe learning environment.

The academy uses a credit system, which allows pupils to receive tangible rewards by accumulating credits for progress toward their:

- Academic Targets
- Behaviour / PSD Targets
- Conduct in lessons and about the school. (Adhering to the school Code of Conduct)

For particular behaviours there may be need to consider entering the graduated system at a higher level. This decision may be made in discussion with SLT, Teachers and the Pastoral Team. (See Sanction chart.)

Our message to the pupils is that behavioural difficulties are not an excuse in extreme cases to be unsafe, if you break the law the police may be called.

The school liaise closely with the Police/Safe Schools Community Team in these circumstances to provide details and background to inform the best course of action for the pupil, which is also in the public interest.

To support a balanced approach, any sanctions should be considered alongside a supportive, educational and restorative approach.

Pupils are expected to make up time lost where appropriate in order to complete work, complete a restorative conversation or reparation task. Pupils can be referred for interventions to support with behaviour change.

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Rewards & Sanctions

All rewards and sanctions are applied with a graduated response in mind. From this approach pupils have consistency with the rewards and consequences of their behaviours.

REWARDS – Graduated responses

Verbal Praise
Staff verbally praises or communicates praise in marking

⇩

Credits
Pupils awarded Credits that they accumulate that go towards tangible rewards

⇩

Whole school mentions
Morning Mentions Assembly
Learning of the Week display board

⇩

Privileges
Teachers put in place privileges linked to good work (eg. Golden Time)

⇩

Phone call home
Staff to call home to convey exceptional attainment, work or effort.

⇩

Postcard / Letter sent home / Marvellous Me
Postcard / Letter / Marvellous Me sent home for exceptional attainment work or effort

⇩

End of term awards
Pupil's effort and attainment recognised in end of term assembly through medals, certificates and prizes.

Other rewards:
Afterschool activity time/reward
Each class may operate a separate agreed reward for achieving a particular whole class focus (a treat trip).

SANCTIONS – Graduated responses

Verbal and Visual Support
Staff support through verbal and visual means

⇩

Reminders of choices and consequences
Staff will simply explain the choices and consequences, including thinking time

⇩

Loss of Privileges
Pupil will not engage in privilege activities that may be in place

⇩

Loss of credits for inappropriate behaviour

⇩

Break loss
Students discuss behaviour issues during break or catch up with work

⇩

Afterschool Restorative / Catch-up / Reparation
Pupil to stay after school hours to discuss behaviour / Catch up with work / reparation about the school

⇩

Parental meeting
Parents meet with school to discuss behaviour and appropriate action

⇩

Report cards (daily or weekly)
Pupil given specific targets to work positively towards.

Other specific sanctions linked to behaviour or persistent behaviour that has not been managed through other means:
Reparation, external agencies, adjustment to provision and timetable, 1:1 learning (Pupil works 1:1 and have break at separate time for set period of time to support additional and focused strategies being implemented), fixed term exclusion.

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Exclusions & Personalised programs

We do not believe exclusions are the most effective way for supporting pupils in modifying behaviours. Exclusions will only be used as a last resort and alongside a supportive measure to aid behaviour change.

Exclusions are only used when all other strategies have been unsuccessful – except in circumstances where the pupil's behaviour is so serious that exclusion is the most appropriate sanction.

In all circumstances leading to exclusion the procedures laid out in the Education and Inspections Act 2006 are followed. Briefly this means that:

- parents will receive written notification of the exclusion, including the return date in regard to fixed term exclusions, details of any work set by the school, and the appeals procedure for any fixed term exclusion of five days or less the pupil is the responsibility of the parents and
- during the period of the exclusion the parent is responsible for ensuring that the pupil is not present in a public place during school hours (on a school day) without reasonable justification.

This will only be considered as a last resort and in line with AAT Exclusions policy.

Tregonwell operates a re-integration procedure that will be followed in the case of a fixed term exclusion in order to re-engage the pupil, and establish expectations regarding rules and routines of the school. This will typically involve a collaborative meeting between school, pupil and parents/carers.

Behaviour Recording, Monitoring and Review

The school operates robust systems for reporting and monitoring behavioural incidents. Incidents involving physical intervention, causing concern, bullying and racial discrimination will be recorded. The member of staff involved in the incident must be involved in recording the incident.

The school uses a behaviour tracking system that tracks both positive and negative behaviour, their antecedents and outcomes. This information is used to inform Risk Assessments, Inclusion Plans and Behavioural progress.

The data is also used to monitor trends in behaviour and allow staff to identify and put into place strategies to encourage positive behaviour for learning. This data may also be used to inform school action plans.

The schools credits and incident recording system monitors a pupil's behaviour patterns, daily, weekly, termly and yearly.

The school will review this behaviour support policy yearly and assess its implementation and effectiveness, throughout the school.

Pupils' progress in developing socially acceptable behaviours and behaviours for learning are identified through measuring decreases or increases in, risk assessment scores, attendance,

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frequency of incidents and credits achieved over time alongside progress towards inclusion targets, mentions for good work and other awards.

Leadership & Accountability

The staff team for each class team are accountable for the daily behaviour management in their classrooms and about the school. They will follow this Behaviour Policy and liaise with their Pastoral Support Team when further support is needed.

The Pastoral Support Team support positive behaviour for learning across the school, often under the guidance and in liaison with class teachers and the Leadership Team.

The Lead for Behaviour on each site monitors behaviour trends and meets regularly with Pastoral Teams and teaching teams to identify areas of need and progress.

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Appendix 1 – CONSIDERATIONS IN RESPONSE TO COVID-19

In response to the Coronavirus outbreak this addition to the Behaviour Policy has been implemented in order to maintain a safe working environment. Its aim is to ensure that safe working practices are clearly understood, and adhered to by pupils in these unprecedented times.

The school will be operating its usual Code of Conduct and rewards systems.

In addition to the code of conduct there will be a Covid Code of Conduct (displayed throughout school) it will be communicated to pupils that they must maintain social distancing and good hygiene.

Where pupils are unwilling to follow the Covid safety guidance despite reminders from staff, the school will implement a Restorative Approach and invite parental support in seeking to gain pupil compliance.

As well as verbal reminders there are posters and floor markings of expectations positioned throughout the school to avoid breaches in guidance.

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1. Enforcing New Rules

1.1. The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
1.2. Staff are informed about the measures in place so they can enforce these rules at all times.
1.3. The school informs parents of any changes to provision outlined in this policy.
1.4. The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
1.5. Staff are informed of discipline and rewards in place to aid enforcement of these rules in line with this policy.
1.6. Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
1.7. The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.

2. Arrival and Departure

2.1. Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
2.2. The school expects pupils to move immediately to their classrooms after washing their hands upon arrival.
2.3. Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause.

3. Hygiene and Infection Control

3.1. The school ensures a risk assessment is conducted prior to reopening to more pupils in order to enforce adequate and practical measures to safeguard the health and safety of both staff and pupils.

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3.2. Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
- Upon arrival at and departure from the school.
- Before and after consuming food.
- After using the toilet.
- After coughing or sneezing.

3.3. Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.

3.4. Pupils are expected to dispose of tissues using the litter bins provided.

3.5. Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.

3.6. Pupils are discouraged from sharing equipment which pose a higher risk of infection, e.g. play dough.

3.7. The school prohibits pupils from spitting, biting, and purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.

3.8. Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.

3.9. Pupils who do not fully adhere to infection control rules through lack of concentration or accident will be reminded by staff of expectations and asked to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

4. Social Distancing

4.1. General

4.1.1. Pupils adhere to the social distancing measures put in place by the school.

4.1.2. Pupils use the floor markings where necessary, and they are respectful and patient towards their peers whilst waiting for resources, toilets etc.

4.1.3. Pupils are expected to:
- Refrain from close contact with people who display symptoms of coronavirus.
- Remain at a safe distance from other people, where practicable.
- Remain within their assigned groups/bubbles.

4.1.4. Where is it not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.

4.1.5. Pupils are placed into classes with a specified number of people. Other pupils outside this class, must not enter unless directed to do so by a member of staff.

4.1.6. Pupils who repeatedly breach the school's social distancing measures and deliberately put the safety of others at risk may be subject to the full extent of the school's Behaviour Policy.

4.1.7. Pupils who are not deliberately breaking social distancing measures should have reminders, positive behaviour should be reinforced using praise and rewards.

4.2. During sports and exercise activities

4.2.1. The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.

4.2.2. Pupils are expected to remain two metres apart, or as far as is practicable, from others at all times.

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4.2.3. The school does not permit close-contact sports, play or activities at this time.

4.2.4. Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, may be subject to point 4.1.6.

4.2.5. Pupils who are not deliberately following social distancing or infection control measures during sports, activities and play should be reminded of expectations, reinforced by a member of staff.

5. Moving around the School

5.1. The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.

5.2. The school prohibits pupils from lingering in corridors and other communal areas without good cause.

5.3. Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another.

5.4. Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with supervision from a member of staff.

5.5. Pupils who purposefully and continuously linger in corridors and communal areas without good cause may be subject to point 4.1.6.

6. Ill Health and Infection

6.1. The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.

6.2. Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.

6.3. The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.

6.4. Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

6.5. Parents/carers are requested not to send pupils to school if unwell

7. The School Premises

7.1. Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.

8. Breaktime and Lunchtime Arrangements

8.1. The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.

8.2. Pupils are expected take their breaks and lunchtimes at phased times, within their permitted class groups/bubbles and only in designated areas.

9. School Uniform

9.1. The school expects all pupils to wear uniform while in school.

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9.2. Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.

10. Managing the Behaviour of Off-Site Learners

10.1. The school expects pupils who are learning remotely to uphold good behaviour at all times and to:

- Attend remote classes or group sessions on time.
- Complete the work that has been set and return it on time, to the best of their ability.
- Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
- Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
- Report any issues, including harassment or bullying from their peers, to their teacher.

10.2. Where a pupil's behaviour is not appropriate or adhering to social distancing or hygiene guidance the school will explore further adaptions to their education to reduce risk to others.

11. Exclusions

11.1. All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.

11.2. Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may be considered a serious breach of expected behaviour standards and will be subject to the sanctions and responses outlined in the Behaviour Policy

11.3. The Principal retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Behaviour Policy and the AAT Exclusions Policy.

11.4. Where a pupil cannot be safely educated on site and is considered vulnerable or is the child of a key worker who cannot be safely cared for at home, the Principal will liaise with the LA and the pupil's parents as soon as possible to discuss what reasonable adjustments can be put in place, taking into consideration the pupil's safety and the safety of others.

12. Rewards and Consequences

12.1. Rewards and consequences are given in line with this policy, where practicable – consequences that cannot be given at the time may be subject to further consideration within the Behaviour Policy framework.

12.2. Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.

12.3. The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.

12.4. Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

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13. Close Contact Behavioural Management

13.1. Behavioural management which requires the use of physical intervention as a last resort is carried out in line with the Behaviour Policy and the Care and Control Policy

13.2. The school recognises that social distancing and infection control measures may not be adhered to when using physical intervention (PI) to prevent pupils posing a significant risk to themselves or others. PPE is available to support with the need for PI, however it is understood that the speed that situations often develop may mean that it cannot be used immediately.

13.3. If a member of staff develops Coronavirus symptoms after supporting a physical intervention, they must follow school instructions inline with the latest government guidance.

14. Monitoring and Review

14.1. This appendix is reviewed and amended with any new government advice, by the Principal and Lead for Behaviour.

14.2. The date of the next review is Summer 2020

14.3. Once the school resumes regular activity, and if deemed appropriate by the Principal, all sections within this appendix will expire

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Appendix 2 – NBC Code of Conduct

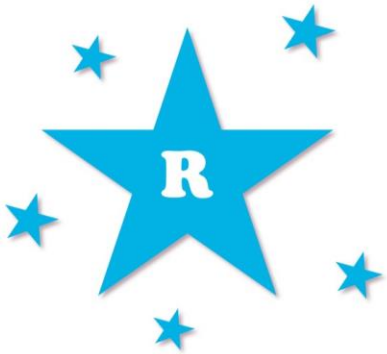
Resilient, Safe and Respectful Learners

I am RESILIENT because I...

- √ am willing to take on new challenges
- √ accept I will make mistakes and learn from them
- √ adjust to change
- √ am tolerant of others and their behaviours
- √ ask for support when needed
- √ start each day with a fresh attitude
- √ show awareness of emotions and personal challenges
- √ persevere when faced with challenge

I am SAFE because I...

- √ listen to instructions
- √ follow rules
- √ avoid confrontation and conflict
- √ consider the consequences of my actions
- √ trust adults who support me
- √ acknowledge appropriate boundaries
- √ avoid unsafe situations
- √ value myself and accept responsibility



I am RESPECTFUL because I...

- √ listen to others
- √ value and appreciate myself
- √ accept individuality and diversity
- √ will accept decisions made by others
- √ understand expectations
- √ am aware of and sensitive to others' needs
- √ treat property and belongings with regard
- √ demonstrate British values