



## Ingfield Manor School

### Behaviour Policy and Principles

#### School Ethos

Our school provides a climate where students enjoy learning, participate in activities with optimal potential and access the curriculum achieving high standards. The school environment and staff/student relationships are based on trust and co-operation and foster the desire to learn. The staff of this school aim to offer a secure, yet enjoyable learning environment. Expectations are clear and conflict is minimised so that everyone's self-esteem can be enhanced.

Our behaviour policy supports these aims by:

- following positive behavioural support strategies,
- ensuring a person-centered approach,
- showing and encouraging respect and tolerance for each other and the school,
- valuing the contribution of each person in the team,
- working in partnership with parents/carers/governors/local authorities to achieve our aims.
- Ensuring no one is **discriminated** against because of their disability, race, gender or sexual orientation.

We believe that:

- Distressed reactions and behavioural challenges can be caused by a student's:
  - Physical discomfort
  - Frustration
  - Emotional upset
- The encouragement and reinforcement of good behaviour is a matter of collective responsibility.
- Every student, adult and visitor to the school has the right to feel safe and unthreatened by verbal or physical abuse.
- Students and adults should be fully aware of the consequences of behaviour that is unacceptable.

***In implementing the behaviour policy, we must be clear that each student is valued and that it is behavioural elements being challenged, not the whole child.***

## **Our students**

The holistic approach adopted by the trans-disciplinary teams is targeted to meet the student's needs in full. Each student experiences what it is like to learn in a group, to share, and communicate with a positive attitude which aids collaborative learning and helps underpin good behavior.

- We expect that the students will respect other students in the way that they talk to and treat each other.
- We expect that the students will look after one another by letting an adult know if they are worried about another student.
- We expect students to undertake assigned work and engage with their education
- Where students' understanding is limited, we will work towards encouraging greater understanding and awareness.
- Our students are taught the principles of right and wrong.

From these expectations we have a set of common-sense rules

- be kind to each other.
- mutual respect between staff and students at all times.
- take care of your school.

## **Our Staff Team**

Staff have a vital role to play as they are at the forefront of behaviour management. They have the closest knowledge of the students in their care and will wish to build up a relationship involving mutual support, trust and respect.

We expect that our staff will:

- provide students with a good role model.
- provide students with a framework of behaviour that supports the whole school policy.
- agree and implement appropriate strategies, guidelines and control measures.
- support each other by following agreed methods in responding to behaviour issues.
- positively reinforce examples of good behaviour, for example using an award system and individual class systems as well as verbal praise, stickers, certificates and other rewards as appropriate.
- allow time for discussion about positive and negative behaviour.
- keep clear records of positive and negative behaviour as appropriate.
- Challenge low level incidents 'in the moment', including any incidents of

- keep parents fully informed about issues concerning behaviour.
- Complete positive behaviour support training where appropriate.

Staff training lays emphasis upon positive reinforcement and how to respond supportively to behaviors that challenge. The School has very few rules apart from the expectation of order, politeness and mutual respect for all members of the community. The only formal rules are:

- Staff will ensure that students are safe whatever the activity being conducted
- A sense of order and purpose are essential to the planning and delivery of learning in the school building and in the school environment
- When a member of staff is experiencing difficulty in supporting a student, they will refer to a senior colleague for advice
- The policy recognises the importance of the role that parents play and the shaping of good behaviour. Staff will avoid routines and giving advice that may conflict with agreements made with parents
- All staff will encourage active learning and provide imaginative opportunities, which will help to avoid boredom or students not being constructively occupied in their classrooms and throughout the day.
- All students will have an allocated team member (ATM). The ATM is responsible for ensuring any behavioral support strategies are shared amongst the appropriate staff teams.
- No member of staff or students will run in the school building

## **Parents and Carers**

We expect that parents will:

- be involved and support us in helping to meet our aims.
- feel confident that everything is being done to make sure that their child is happy and safe at school.
- be informed about and fully involved in all aspects of their child's behaviour.
- discuss any concerns with the appropriate team staff.

## **Governors**

We expect that governors will:

- ensure staff are constantly striving to provide a safe, happy and stimulating environment.
- support the Principal and Senior Management Team in the implementation of this policy.
- play an active role in ensuring our aims are met.

## **Rewards**

We know that effective praise helps the students appreciate how his/her achievement is helped by his/her own attitude; it acknowledges effort, focuses attention on relevant behaviour and fosters intrinsic motivation. Staff are careful to ensure that each student is given recognition.

Rewards we give include:

- approving look, nod, smile, private praise.
- public praise, certificates, stickers, 'student of the week', special acknowledgement within assemblies.
- informing parents.
- displays.

## **Unacceptable behaviour**

Unacceptable behaviour is that which:

- Makes anyone in the school feel threatened and/or unhappy.
- Prevents staff from teaching, and other students from learning, throughout the extended school day.
- Shows disrespect to students, adults, and our school.
- Contradicts the school's Safeguarding policies and procedures.

Staff responses as a direct result of unacceptable behaviour may include:

- use of a non-verbal signal
- ignoring the behaviour
- a private verbal rebuke and reminder of acceptable behaviour
- implementation of a student's individual positive behaviour plan
- repetition of task if necessary
- informing and discussing with parents if necessary.
- Student being asked to see a member of the senior leadership team

## **Anti-bullying**

*Please see Keeping Children Safe in Education*

An unacceptable behaviour is peer on peer abuse. This would include any harassment of a sexual nature.

It is within the ethos of the school that students respect and care for each other. However, it is recognised that there could be incidents of bullying and that staff need to be mindful of this and vigilant in their observations of students. Staff are equipped to tackle any form of sexism and sexual harassment.

Peer on peer abuse of any kind is unacceptable behaviour in our school. It is this anti-social behaviour of which we don't approve and not the student.

We support victims of bullying, and students with bullying behaviour are also given suitable guidance

Peer on peer abuse is defined as deliberately hurtful behaviour, repeated over a period of time, where those being bullied / harassed feel powerless to defend themselves. The main types of peer on peer abuse are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups).
- Cyber (all areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls misuse of associated technology, i.e. camera & video facilities)
- Exploitation
- Sexual harassment

Students who are being bullied / harassed may show changes in behaviour, such as becoming shy and nervous, feigning illness, or clinging to adults. There may be evidence of changes in work patterns, or lack of concentration. Students must be encouraged to report any peer on peer abuse.

If allegations or observations of peer on peer abuse occur, staff should:

- follow the school's safeguarding policy and report to a DSL
- listen to students
- resolve issues impartially
- work positively with the student who is bullying.
- ensure that students know and understand that they should always tell someone if they feel they are being bullied even if it is a 'one off' incident.

All incidents of peer on peer abuse should be formally recorded. This will be monitored by the school's Designated Safeguarding Leads (DSL's). The DSL's will discuss and update the safeguarding team at their weekly safeguarding meeting of any incidents or behaviour issues in the school.

## **Sanctions**

Wherever possible we encourage negotiated sanctions that match the offence. Any measures taken to respond to unacceptable behaviour are appropriate to the age, understanding and individual needs of the student, for example taking into account that unacceptable or challenging behaviour may be the result of illness, bullying, certain disabilities such as autism, or communication difficulties. All actions must be in line with the students support plan or behavioural support plan, unless there is a significant risk of harm to themselves or others.

Specific measures are selected, avoided or adapted as necessary to take the student's needs, characteristics plus any disability/SEN into account.

Therefore in discussion with the student we:

- check by asking the student that they understand why their behaviour is unacceptable.

- explore the effect that behaviour has on others.
- examine strategies for avoiding the same situation in the future.
- encourage students to think of or offer some alternative strategies.
- problem solve.
- support students to develop their communication.

The most powerful sanction, for the majority of students, is the disapproval of those whose views (adults or peers) they respect. We feel it is important therefore to create a climate of opinion in which that sanction will have the greatest effect. All actions must be in line with the students support plan or behavioural plan. With discussion, acceptable sanctions include:

- a mild verbal rebuke
- removal from scene of disruption
- opportunity for self-imposed withdrawal time out (1 – 5 mins)
- informing of parents.
- withdrawal of free choice time (Personal and Social activities that lie outside the whole Curriculum). In the context of the Children’s Act and the law it is not permitted to withdraw the student’s entitlement to the whole Curriculum as a sanction. It is possible to withhold personal and social privileges that are extraneous to the whole curriculum provided they do not break the principles of the School Policy as set out above.

## **Prohibited Sanctions**

No unreasonable, idiosyncratic or excessive sanctions are used by staff or others at the school, including any sanction intended to cause pain, anxiety or humiliation, nor are any of the following used as a punishment:

- Any action which contradicts the school’s Safeguarding policies and procedures
- Any form of hitting of a student (including hitting a student in anger or retaliation)
- Any form of humiliation
- Over reaction to a situation and over punishments
- Blanket punishments
- Left in a room they cannot exit
- Withholding of any aids or equipment needed by a student (including tuning off power to power chair without student’s approval)
- Use of an aid or equipment to restrict movement or free access to school areas
- Deprivation of access to food or drink

- Enforced eating or drinking
- Withdrawal of medical treatment
- Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline

Please note:

- whenever possible, unacceptable behaviour is dealt with in the classroom situation by avoiding confrontation.
- We must be mindful of the student's entitlement to the curriculum.

However if a student is acting in a way which is likely to cause harm to others or to themselves, or disrupting the learning of others, a member of staff may:

Remove the student from scene of disruption, which may include:

- opportunity for self - imposed withdrawal (1-5 minutes)

#### **Use of physical intervention:**

- guiding using gentle pressure
- escorting by leading by the arm
- physically block the student's path in order to speak to them.
- lifting. (smaller children)

Any action used must be recorded under the school's Restraints policy. Any further physical intervention will only be formally approved as expressly indicated in a student's Individual Behaviour Management Plan and can only be carried out by staff formally trained in appropriate and safe techniques. Any use of physical intervention would need to be recorded on the company's 'restrictive practice' form.

#### **The role of School Management**

Records of serious incidents of unacceptable behaviour are recorded.

The following aspects need to be recorded at the time the incident occurred:

- what led to the incident
- what behaviour occurred
- what the consequences of the behaviour were
- what action was taken, and if a sanction was imposed
- was physical intervention necessary, and what form did it take

An entry on the restrictive practice form may be necessary and should be completed by the staff member directly involved and signed. This is notified **immediately** to the relevant Head of Department who will discuss the incident with the Head of Care and/or Principal. A decision to inform

the parents will be made, as well as if an entry on Nourish is required. Strategies to support the student and measures to avoid recurrence are discussed with the team at the team meeting. A behaviour strategy is discussed, considered and agreed and the team staff retain a copy.

The school leadership team will work in partnership with the local authority and any other external organisations that may be relevant for any student who displays continuing disruptive behaviours.

### **Exclusion:**

In extreme cases exclusion from school will be considered. In such instances this decision will be taken by the Principal in consultation with the divisional or managing director of the school and the governors of the school.

The decision must be:

- Lawful
- Rational
- Reasonable
- Fair
- Proportionate

The decision to exclude a student from school will be taken after all other actions have been exhausted and is always seen as the last resort. The school will take into account the student's special educational needs and how they affect the individual's behaviour.

If this decision is made, parents will be notified without delay, in writing, stating:

- The reason for the exclusion
- The length of the exclusion (fixed-period or permanent)
- Arrangements for any alternative provision
- Parents' rights to respond/appeal

The vulnerability of staff and students is recognised and this is considered in any Management response.

Written by Nicola Dodds, Principal

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