The Lotus Academy Trust

Supporting children to find opportunities in every difficulty

The Damara School

Specialist SEMH Independent School

Behaviour Policy

Approved by: Trust Board	
Initial Ratification: 31 August 2019	**Review:** Oct 20; Sep 21; Nov 22; Nov 23, Nov 24
Next review due by: November 2025	

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the School community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Our curriculum and approach to teaching and learning including behaviour management is **holistic** and **therapeutic. The school also** uses **mindfulness** principles and practices to manage behaviour and promote improved attitudes to learning.

Holistic education, to us as a school, is a comprehensive approach to teaching and learning, including behaviour management where staff, in working with parents, carers and multi-agencies, seek to address the social, emotional, moral, cultural and academic needs of our pupils using an integrated, 'wrap around' approach.

Our pupils are taught to reflect on their actions and how these may impact on themselves, each other, the school, their families and society. We place emphasis on developing self-esteem, confidence, resilience, empathy and critical-thinking skills to manage and cope with difficulties and challenges in life, not just for now but for their future as well.

As a school, we acknowledge that all of our children and young people have experienced emotional difficulties in the past as well as the present and that how they first come to our settings is a consequence of what has happened to them previously and/or the difficulties that they face due to their additional needs and that this will be reflected in their behaviour. Our **therapeutic approach** involves understanding what may underly the behaviour which to us is a motivation to understand what is being communicated.

Our school's policies and the day-to-day practice in schools are designed to provide experiences that create sustained prosocial feelings within all pupils at the school. Our staff are trained and encouraged to nurture children and young people in order that they flourish and grow. Staff are trained and supervised in a consistent approach which is based on a focus on inclusion of children and young people, a set of values and beliefs about understanding behaviour, open communication, a commitment to diversion and de-escalation, risk reduction planning, reparation, reflection and restoration.

The school uses mindfulness principles and practices to manage behaviours, both academic and social behaviours. These include meditation in MBS, mindful breathing, mindfulness awareness of emotions and senses, use of 'safe space', taking a 'headspace' and 2 minutes thinking time. We find that the benefits include:

- helping our pupils and staff manage their stress more effectively and work through it more quickly
- improve cognitive performance as well as resilience to stress and stressors
- Relatively simple and easy to incorporate into our day to day operations and easily adapted to specific ages and abilities of the pupils
- reducing pupil and staff anxiety
- improving attention and ability to focus
- managing emotional reactivity
- increasing self-awareness and self-regulation
- helping pupils and staff to find peace
- encouraging pupils' ability to calm themselves and regulate their emotions
- improving executive function and higher-order abilities (i.e., planning, strategic thinking)
- decreasing assessment anxiety through enhancing memory and concentration, and reducing mind-wandering/daydreaming

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and sanctions in school
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Health and Safety at Work Act 1974

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

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a School's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require Schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give Schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained Schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in meet and greet, tutor sessions, lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform (please see *Home School Agreement* for details of uniform requirements)
- Poor learning and social behaviours

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Physical assault on a member of staff or against another child
- Any form of bullying
- Harmful sexual behaviour including sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism or wilful damage
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - o Knives or weapons
  - o Alcohol
  - o Illegal drugs
  - o Stolen items
  - o Tobacco and cigarette papers

- ○ Fireworks
- ○ Pornographic images
- ○ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

5. Roles and responsibilities

5.1 The Trust board

The Trust board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Trust board will also review this behaviour policy in conjunction with the Head of School and monitor the policy's effectiveness, holding the Head of School to account for its implementation.

5.2 The Head of School

The Head of School is responsible for reviewing this behaviour policy in conjunction with the Trust board giving due consideration to the school's statement of behaviour principles (appendix 1). The Head of School will also approve this policy.

The Head of School 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.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Use the holistic and therapeutic approach to behaviour management
- Use positive, scripted language when managing behaviour
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of all pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the tutor promptly
- Work with staff in using holistic and therapeutic approach to behaviour management

6. Pupil code of conduct

Pupils are expected to:

- Behave in a safe, orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times (please see *Home School Agreement* for details of uniform requirements)
- Accept sanctions or consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Be open to using restorative approaches to behaviour management

7. Rewards and sanctions/consequences

7.1 List of rewards and sanctions/consequences

Positive behaviour will be rewarded with:

- Praise
- Daily WOW time
- Daily treat during afternoon tutor sessions
- Weekly 'special drink and snack'
- Certificates at Celebration Assembly
- Personalised lesson rewards such as pennies, minutes earned towards technology time, etc
- Letters/postcards or phone calls home to parents and carers
- Special responsibilities/privileges
- Trips and events

The school may use one or more of the following sanctions/consequences in response to unacceptable behaviour:

- Verbal warnings and reprimands
- Use of exit strategy or safe space before poor behaviour escalates
- Expecting work to be completed during WOW time ('Loss of learning' catch up)
- Referring the pupil to a senior member of staff or staff mentor as a last resort
- Letters or phone calls home to parents and carers
- Putting a pupil on an agreed behaviour monitoring report or contract
- Independent learning
- Suspensions
- Cessation of placement if conditions for such are met. When such a decision is made, an emergency EHCP review will be held at the point of risk and prior to the finalisation of the cessation of placement

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as during Mind, Body, Spirit (MBS) or PE lessons, on a trip or on the bus/taxi on the way to or from the school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will sanction the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Head of School also considers the mental health and welfare needs of staff accused of misconduct.

8. Behaviour management

8.1 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 calm, stimulating environment that encourages pupils to be engaged

- Role model the behaviour for learning expectations in the classrooms
- Develop a positive relationship with pupils, and include:
  - Meeting and Greeting pupils in the morning
  - Greeting at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Encouraging a 'fresh start' approach after digressions are managed
  - Concluding the day positively and starting the next day afresh
  - Using agreed strategies for dealing with low-level disruption (reminder, warning, consequence)
  - Using positive language and reinforcement
  - De-escalating poor behaviour choices before crisis point is reached
  - Starting every lesson afresh with no reminders of prior misdemeanours as they must have been managed immediately during that lesson

Use of scripted language to manage behaviour

We believe that positive language scripts, consistently applied, are cornerstones of any calm, effective response to positive and negative behaviour choices in the school. Our scripted responses in place are used to deal with common responses to behaviours. Scripts are used so that all of our pupils are clear about expectations and the consequences of their behaviour choices, are incredibly useful for establishing consistency of response; giving staff confidence and helping to ensure that small issues do not flare up into larger ones.

Examples of scripted responses we use include:

Positive opening that is factual – not a feeling. Avoid getting into a conversation, this is supposed to be short and sweet! "(Name of child) I've noticed you've not started your work yet." This can be reinforced with your body language. Make sure you are next to the child, don't call this out from across the room. Be non-threatening… ideally, kneel or allow them to be over you.

Refer to a specific rule – "(Name of child), one voice thank you"

Consequence – (Name of child) you have a choice of starting your work or completing it during WoW time" Thank you (never please unless we are requesting help or support)."

8.2 Restrictive Physical Intervention (RPI)

Restraint has been defined as follows: "circumstances where a member of staff uses force intentionally to restrict a child's movement against his or her will." https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools.

In some circumstances, trained staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of RPI must:

- **Always be used as a last resort**
- Be necessary and proportionate
- 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 and carers

Only Senior Leaders who are trained to use RPI must be called for support when staff have tried all other behaviour management strategies to help regulate the child's behaviour. If this has not worked and the child's behaviour choices continue to cause disorder, or the child is hurting themselves or others and/or is significantly damaging property, then staff can call for further assistance from the Senior Leaders. When approaching the child, the Senior Leader must use the script to attempt to further reduce the need for any RPI.

The script is "I have been called because staff have seen that you are struggling and that you are unsafe to yourself, others and/or the environment. If I use restraint, there is a possibility that you may be hurt so do you want to come with me?". This script has been developed over time and has proven to eradicate the need for RPI on most instances.

Recording, reporting and monitoring physical intervention and major incidents

Incidents must be recorded on the school's CPOMS system by those staff involved in the incident as soon as possible and ideally within 24 hours. Complete a Major Behaviour Incident record form followed by a RPI record form. The Head of School, Assistant Headteacher and the Safeguarding Trustee will review incidents of restrictive physical intervention on a monthly basis, Review questions will include:

What patterns can be noticed across:

- pupils involved in RPI
- setting events (times of day, lessons, social settings, areas in school, etc)
- the hypothesised function of the incidents
- staff involved in restrictive physical interventions
- types of restrictive physical interventions used
- types of injuries, if any

The implications of these patterns are used for:
- risk assessment procedures
- individual learning plans including strategies for intervention
- individual behaviour management plans
- staff training (including initial and refresher training in behaviour management, risk assessment and restrictive physical intervention)
- supervision, timetabling and planning arrangements

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to the school and its functions such as learning. These items will be returned to pupils after discussion with senior leaders and parents and carers, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to managing behaviour may be differentiated to meet the needs of the pupil.

Protected characteristics include:

- Age
- Disability
- Gender and reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school's special educational needs co-ordinator, Mrs S Govender, will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

8.5 Use of coping strategies

Exit strategy, safe space and 2 minutes 'headspace'

The school promotes the use of an exit strategy (secondary only) and 'safe space' when pupils are finding it difficult to focus on their learning resulting in them choosing to make poor behaviour choices. To allow pupils their 'headspace' and an opportunity to reflect, pupils are given, firstly, a choice to 'take' 2 minutes, at their seat or in the designated area within the classroom, to remain calm and reflect on their behaviour before re-engaging in their learning. Should their behaviour escalate, he/she may be removed or guided to the 'safe' space where the member of staff will support them to reflect on their behaviour choices. The use of the exit strategy or safe space is used as a 'short-term' intervention for pupils to manage their emotions before returning to their main classroom. Pupils are encouraged to see this strategy as a supportive measure aimed at meeting their needs rather than as a punitive measure. During their time in the room, they work on identifying the trigger for their poor behaviour choices and ways to restore their behaviour.

Fresh start and restorative approaches

Our school uses the 'fresh start' and restorative approaches. After a difficult experience, it is important that we acknowledge that that period has passed and that we can start again. A fresh start enables everyone to reset. These fresh starts should always follow both minor and major incidents or periods of dysregulation. Often the pupils we support refer to previous incidents and may feel there is a stigma attached to them. It is important we support them to find closure. The language we use is positive, solution focused language. All staff and pupils are supported to not take it personally or hold grudges.

Following an incident, staff and pupils are supported to reflect and repair. This involves, formally or informally, supporting them to explore how they were feeling at the time, but also educating them on how other people may have felt or perceive situations or behaviours.

8.6 Supervision of pupils

The school takes its duty of care to provide its pupils with a safe and secure environment very seriously. The school will ensure that there are sufficient staff supervision to ensure that pupils are safe, that the school is reasonably orderly, and that emergencies can be dealt with promptly while still leaving adequate staffing to supervise other children. All staff will receive suitable training in supervising pupils, including those taking part in off-site activities.

8.6.1   Before school

All staff are on supervision duty from 8:50 each day. Meet and greet procedures take place in the 'Fox Room' on the ground floor each morning. This intervention is to support pupils to be ready for learning and offer any additional help to prepare them for the day's learning. Pupils will be expected to follow the rules for behaviour before school set out in the school's Behaviour Policy.

8.6.2   In class

The class teacher and additional adults have the responsibility for every child's well-being in the class. This also applies to adults that engage the pupil in academic and therapeutic interventions such as the mindfulness therapist, Speech and Language therapist, etc. All supervision of pupils in a class will be based on the principle of two adults in one class and the school does not support staff moving between classes to monitor pupils, unless in exceptional circumstances such as behaviour intervention and support to colleagues.

8.6.3   Break and Lunch time

All staff are expected to have their meals with the pupils. No child should be left in the classrooms without the supervision of a member of staff. Staff that wish to keep children in to complete work or undertake another task, must make arrangements for supervising the child themselves. Wherever possible, pupils must be encouraged to use the toilet facilities at the start of the break or lunch time. Should pupils need to use the toilets during the unstructured times, they must be escorted by a member of staff.

On the playground, supervision is related to sight. At least one member of staff on supervision duty must be placed where the sight lines are clear to monitor the behaviour and actions of the pupils present.

8.6.4   After school

All staff are on supervision duty from 3:15pm each day (1:30pm on a Friday) and must ensure the children leave the premises safely. Pupils must assemble in the Fox room before they are dismissed by a member of staff. A member of staff must accompany a pupil/s to their respective taxi.

8.6.5 Off-site trips and Visits

Staff supervision on trips and visits with be based on an appropriate risk assessment for that trip or visit. The key legislation here is the Health and Safety at Work Act 1974 which requires employers to ensure the health and safety of their employees and non-employees, so far as is reasonably practicable. The Act also places duties on individuals to take care for the health and safety of themselves and others. Educational Visits Guidance has been produced by the Outdoor Education Advisers Panel (OEAP) and adopted by Norfolk County Council. The school uses Evolve which is Norfolk's online educational visits planning and approval system.

8.6.6. Concerns

Any concerns with regard to supervision should be made known to the school as soon as possible so the issue can be explored and solutions sought if they are deemed necessary. If parents and carers wish to lodge a complaint regarding supervision, they must follow the school's complaints policy and procedures.

9. Pupil transition

As an all-through as well as 'stage, not age school', transitions are common for example where pupils may move classes for certain lessons, move key stages when they are ready to do so, etc. All transitions must

be planned and managed in advance of the change so as to minimise stress and anxiety. Staff, pupils, parents and carers must be informed of the changes prior to its implementation.

10. Recording

All minor and major incidences of poor behaviour choices must be recorded by logging an incident on the school's CPOMS system.

11. Training

All staff are trained on managing behaviour, including proper use of physical intervention (including restraint for senior leaders), as part of their training package. Behaviour management also forms part of continuing professional development where focused training is provided on a Friday afternoon, when necessary.

12. Monitoring arrangements

Senior Leaders and Trustees conduct a termly audit to corroborate and triangulate different types of evidence to build an accurate picture of behaviour management within the school. Evidence is captured through a range of methods such as examples of behaviours that mirror the school's ethos and aims, staff, pupil and parent voice as well as data captured on the school's recording systems.

This behaviour policy will be reviewed by the Head of School and ratified by the full trust board every year. At each review, the policy will be approved by the Head of School

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Trust board every year.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding
- Anti-bullying policy
- Health and Safety

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort, and stringent processes will be involved in permanent and fixed-term exclusions
- Pupils are supported to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the School and pupils' home life

The trust/governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full trust/governing board every year.

Appendix 2: Pupil Specific Risk Assessment

ILP and risk assessment

The Damara School   Specialist SEMH Independent School   Finding opportunities in every difficulty
Individual Learning Plan

Name of CYP:	**Year Group:** **Class:**
Date set:	**Dates to be reviewed:**
Pupil's Strengths and successes **Motivators** **Pupil voice (how to help me make safer choices)**	**EHCP Outcomes:**

Behaviour that challenges or cause harm and likelihood of behaviour taking place	Likelihood of behaviour taking place (Table 1)	Risk Impact level of harm/hazard (Table 2)	Risk Score (Table 3)
Touching and playing with various objects around the room			
Tries leaving the room unsupervised			

Physically restrains against being guided			
Crawls along the floor			
Makes loud noises/ taps pencils against the table			
Bangs on doors and walls with his hand			
Refuses to follow instructions			

Potential triggers

Pupil Induction Assessment

Pupil's targets		Strategies	Provision	Success criteria
1				
2				
3				
4				
5				

Confidence Rating Scale: 1 - Not at all confident, 2 - A little confident, 3 - Reasonably confident, 4 - Confident, 5 - Extremely confident					
At Start			At End		**Author:**

Specific Strategies for success in learning

At start of each day (meet and greet):

Strategies in the classroom:

What has worked well with the partnership with parents:

First signs that things are not going well (escalation)

Behaviour	What we will say or do to de-escalate/divert	Risk Rating prior to reasonable adjustments	Opinion (O), Evidenced (E) or Both (B)	Risk Rating prior to reasonable adjustments

Behaviours that challenge

Behaviour	What we will say or do to de-escalate/divert	Risk Rating prior to reasonable adjustments	Opinion (O), Evidenced (E) or Both (B)	Risk Rating prior to reasonable adjustments

Behaviours that harm				
Behaviour	**What we will say or do to de-escalate/divert**	**Risk Rating prior to reasonable adjustments**	**Opinion (O), Evidenced (E) or Both (B)**	**Risk Rating prior to reasonable adjustments**

De-escalation and Reflect, Repair and Restore
How does the pupil best recover?
What support do they need at this point?
How can the child repair what has taken place/what is reasonable?