

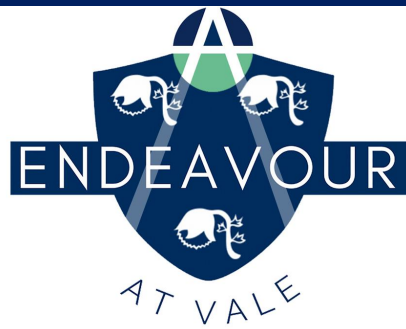


**DARWEN  
VALE**

An Aldridge Community Academy 

# Endeavour Behavior Policy

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## Behaviour Policy

### **The Rationale of the behaviour policy**

The purpose of this Behaviour Management policy is to produce a working document that reflects the current needs of the School within a school (SWS). The policy is intended to run concurrently with the school's main behaviour policy and enable a consistent approach to managing behaviour across the SWS.

The SWS seeks to provide a personalised experience that identifies and responds to the circumstances and needs of each individual child or young person. Behaviour management is an integral part of the curriculum which teaches appropriate and relative social skills to the pupils thus allowing them to participate as fully as possible in the SWS, the wider school, home and community.

### **Aims and expectations**

The SWS will provide a safe, secure, calm, working and caring environment where all pupils feel valued and enabled to develop their skills and talents.

- Prepare pupils for reintegration back into regular school life
- Prepare pupils for adult life and a place in society
- Ensure good order in the SWS.
- Raise pupils' self-esteem.
- Develop good relationships within SWS.
- Encourage pupils to develop a sense of personal responsibility through self-discipline and challenge.
- Encourage pupils to develop a sense of "self" and give them the courage to be themselves.
- Encourage pupils to accept and understand other people, including those in authority.

This specific Behaviour Management policy is designed to support the way in which all members of the SWS can work together with the common purpose of removing barriers to learning for our pupils.

A major determinant of a good behaviour and a positive ethos in SWS is the quality of relationships between staff and young people. Therefore, all staff working within SWS will encourage pupils to

- Attend regularly and on time.
- Be patient, polite and considerate of others.
- Be respectful to each other, the staff, SWS and its equipment.

### **Parents/Carers**

Pupils learning is maximised when there is a positive relationship between pupils, parents /carers and staff. SWS always will

- Encourage active parental involvement.
- Ensure regular verbal and written communication that concentrates on positive behaviour and progress.

### **Pupils**

Pupils are aware of their rights and responsibilities and are actively encouraged

- To have high expectations of their own behaviour.
- To help establish and keep acceptable standards.
- To take more responsibility for their own and others learning and behaviour.

### **Staff**

Whilst the staff within SWS aim to ensure that the curriculum delivery meets the needs of all of the students within SWS. It is essential to recognise that teaching and learning goes hand in hand with good behaviour-well planned, differentiated and engaging lessons promote positive behaviour. SWS staff will also

- Ensure Schemes for learning consider the needs of all the pupils and follow the programme of study for all students within the year group
- Use a wide variety of teaching styles and plan to accommodate individual learning styles.
- Foster positive relationship with each pupil.
- Make boundaries and model acceptable behaviour; promote appropriate behaviour through positive reinforcement.
- Celebrate and reward success.

### **Methodologies**

The pupils will have a clear understanding of the high standards of behaviour that is expected at all times within the SWS. Staff should give clear guidance and support to promote positive behaviour.

Routines and a structured timetable together with clear boundaries ensure pupils understand how they need to behave. The nurturing environment provided in the SWS rooms allows the development and improvement of social skills, communication and emotional well-being all essential towards raising self- esteem, self-confidence and ultimately self -discipline.

The SWS has 5 simple rules support the behaviour framework that underpins a clear system of rewards, sanctions and individual intervention and support programmes.

Pupils are encouraged to:

- Arrive on time and settle quickly.
- Listen and follow instructions.
- Respect other people and their property.
- Speak to each other politely and respectfully.
- Make a positive contribution to lessons.

To encourage and promote these rules young people will be accompanied at all times within the SWS. Pupils are also to remain on the school site unless given permission to leave.

When pupils are taking part in visits or activities away from the school all pupils are expected to treat other members of the community and their property with respect and courtesy.

Whilst travelling to and from their destination pupils must comply with the driver's instructions and adhere to the transport agreement.

Staff will ensure that the rules and expectations of good behaviour together with the classroom management routines are consistently applied to ensure effective behaviour management.

### **Bullying**

Section 89 of the Education and Inspections Act 2006 states schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. Bullying in any of its forms (cyber-bullying, emotional and/or physical) will not be tolerated within SWS. For further details on how SWS fulfils its legal duties under the Equality Act 2010 in respect of dealing with bullying and harassment refer to the Schools Anti- Bullying Policy.

**Inappropriate sexual, racist and/or homophobic behaviour and language is not acceptable and will not be tolerated.**

Darwen Vale SWS consistently encourages and rewards positive behaviour

- Using verbal praise when young people behave appropriately.
- Praise postcards, certificates and positive telephone calls home.
- Extra privileges, golden time, reward activities and trips.

SWS operates a positive rewards system, whereby pupils can earn and be awarded points for positive behaviour, exhibiting resilience and taking an active role in their own learning. These points (Achievement Points) can be awarded on Class charts and lead to further rewards. See the main behaviour policy for a full breakdown.

**This plays a major role in managing Behaviour for learning.**

Reward points are awarded to pupils in a way that is relevant and appropriate to their activity.

- Students can be awarded achievement points for good behaviour in the classroom and during break and lunchtime. These are linked to the Aldridge Attributes.
- Achievement points can also be received for positive actions towards others, supporting and encouraging others.
- Student of the Week will be recognised and this can be for an individual act or an accumulation of achievement points.
- Students should be set targets for achievement points every week.

Reward activities are arranged and organised in conjunction with pupil voice.

SWS staff will discourage negative and challenging behaviours and pupils are made aware of the consequences/sanctions. Within SWS it is not always possible to respond to negative behaviour in the same way for every child and so the policy confirms that any negative behaviour will elicit adult intervention. All sanctions will be applied consistently.

Where poor behaviour choices are made and minor and or major incidents are experienced within SWS

#### Sanctions

- C1 Verbal warning
- C2 Loss of break time.
- C3 Loss of Golden time/reward time.
- C3 Loss of enrichment activities.
- C3 Parents /carers contacted.
- C3 After school detention.
- Should there be a pattern of negative behaviour then it may be appropriate to issue a report card
- Meetings with parents and other involved care agencies.
- It may be appropriate to isolate a pupil and teach them away from the main body of SWS students this should be done if there are repeated issues and an arrangement must be made with parent.
- Fixed term exclusions.
- In incidences were a student persistently refuse to follow instructions parents will be contacted and called in for a meeting the same day.

The principles of the Behaviour Management policy are that young people are given an understanding of the expected behaviours, the rewards and consequences that are available.

In SWS this is achieved initially during the Induction process, whereby pupils, parents/carers are informed of the expectations, rules, rewards and sanctions. There after all staff play a vital role promoting Behaviour for learning. There are posters displayed in every classroom acknowledging the rules of SWS as well as the sanctions and young people are aware of reward points via Class charts.

Recordings of behaviour incidents and are done via Class charts and CPOMs database. Details regarding minor and major behaviour incidents are recorded along with positive and negative behaviours; ensuring details are completed in full and dispassionately.

This allows Senior Leaders with a useful tool to identify issues, patterns and areas requiring support for individual pupils. Achievements and rewards are recorded also on the database.

#### **Restorative Justice**

SWS aims to use restorative approaches to teach pupils how to manage their relationships, foster the development of self- discipline and promote accountability and conflict resolution. We positively encourage pupils to be self-confident and able to resist negative peer group pressure.

Within SWS mediation and restorative conferences are held after a young person has presented particularly challenging behaviour and also on returning to SWS post exclusion. During mediation and reflection, the pupils are encouraged to consider what they could do to manage their own behaviour differently in the future whilst connecting their behaviours to feelings and discussing alternative behaviours and strategies to resolve future incidents. It is accepted within the SWS that mediation will often be delayed due to the very nature of the young people. It allows time for the

young person to “cool off” and they are often in a better frame of mind to discuss emotional well-being. These sessions are also used to identify triggers and strategies of support that would be included in any Personal Support Plan that the young person has and which is then shared with all their teaching staff to increase the support base for that pupil.

SWS will provide protected space and time for all involved in incidents of bullying and where possible to discuss and resolve causes and consequences of their behaviour using restorative justice techniques and reduce ongoing conflict situations.

### **Exclusions**

The vast majority of behaviour is managed in the SWS using the detailed sanctions however when more serious and challenging behaviours occur a Fixed Term Exclusion will be the consequence. Students can also be permanently excluded should there be a serious incident or continued challenging behaviour that may endanger them selves or jeopardise the safety of others.

In accordance with the Education and Inspections Act 2006

- Parents/carers will receive written notification of the Fixed Term Exclusion; including return date and the appeals procedure.
- Parents informed of their responsibility for ensuring the young person is not present in a public place without appropriate reasons.

SWS also invites parents/carers to a planning/post exclusion meeting. Additional professionals involved with the young person may be invited if appropriate to this meeting. During the post exclusion meeting the incident is discussed, the young person reflects upon the behaviours resulting in the Fixed Term exclusion, strategies to support/prevent further incidents agreed. This may result in the provision being adapted/modified to support the learning of the pupil. The young person is then allowed back into class. A restorative conference may be arranged to aid re-integration.

At Darwen Vale only the Head teacher can authorise a Fixed term Exclusion.

### **Positive Handling**

It is strongly emphasised that positive handling is undertaken very much as a ‘last resort’ when all other strategies outlined in the various elements of this policy have been pursued. Positive handling will only be used when a child’s safety is compromised.

In SWS the priorities are

- Personalised de-escalation strategies
- Staff will at all times attempt to divert, defuse and de-escalate a given situation using communication skills, humour and distraction.
- To actively reduce risk and the need for restraint.
- All incidents requiring positive handling techniques will be reported, recorded, monitored and evaluated by the appropriate staff. Parents and carers will be informed on the day of any incident.

The procedures in SWS are in harmony with “the use of reasonable force” advice from the DfE together with the Education and Inspections Act 2006.

### **Confiscation of Pupils’ property and Searching of young people**

To ensure a safe and secure learning environment SWS states that no offensive weapons or materials are brought into the centre. This includes

- Knives and weapons
- Alcohol
- Illegal drugs
- Fireworks
- Pornographic images
- Any article that staff reasonably suspects has been or is likely to be used to commit an offence.

Staff have a statutory power to search pupil’s possessions where reasonable grounds for suspicion that a prohibited item is present. SWS recognises its obligations that pupils have a right to expect a reasonable level of personal privacy during a search and that a witness will be present during any search. SWS staff can also confiscate any prohibited items found as a result of a search and will retain/dispose of any of these items in line with the statutory guidance from the Department for Education and legislation.

Parents/carers will be informed if their child has been searched and matters arising from the incident will be discussed.

All parents/carers and young people attending the SWS are made aware of what items are prohibited, and that any other valuables eg mobile phones, speakers brought into the centre should be handed into staff where they are placed into a locked safe until the end of the school day. If a student has their mobile phone out during the school day it should be taken from them and kept until the end of the school day. If they fail to hand over the phone then patrol will be alerted.

### **Specific Behaviour Management**

Within the framework to promote positive behaviour for learning SWS also incorporates more specific tools for instance the use of a school Behaviour Agreement. This is explained, discussed and signed by the young person, parent/carer during their induction meeting on starting in SWS. So, the young person is aware of the expectations and responsibilities regarding positive behaviour on entering the SWS.

Pupil Support Plans are used by staff in SWS. These are detailed individual needs specific plans. Devised in conjunction with the parents/carers, the young person and the staff in school. Evidence from Class charts behaviour log, information from other relevant agencies and recent attendance and academic tracking data will be reviewed and used to identify areas of concern. Targets will be agreed that are specific to the behaviours that need to change as well as strategies of support to assist the young person make the necessary improvements. The Pupil Support Plans are reviewed every week to ensure effective support is provided.

SWS conducts Behaviour profiles on its young people. A SNAP Questionnaire is completed by SEND staff in conjunction with a SWS staff. It covers areas of self- control, social skills, emotion well- being

and management of behaviour. It will provide suggested support strategies to be used by teaching staff across the curriculum. This information will be incorporated into Pupil Support Plans and also used for behaviour targets during Academic reviews.

Academic Tracking in SWS ensures data is collected and analysed regarding the young person's attainment. This data allows staff to ensure each young person can access the curriculum and is making progress, highlights difficulties and ensures differentiation and intervention can be arranged providing a more personalised curriculum for each young person. It is recognised that the ability to access learning will reduce negative behaviour. The ultimate aim is to get the pupil back into main stream school.

Staff in SWS should set aside time daily to allow communication between staff. Routine briefings and meetings allow the Provision team to discuss pupils during informal discussions. Staff use this time to share good practice and promote positive behaviour whilst identifying individuals causing concern and agreeing strategies that would support the young person. Also, at these meetings the sharing of information regarding external events influencing any young person allows staff to plan, prepare and support them in times of crisis and decrease the risk of negative behaviours.

SWS staff and the SENCO work closely with outside agencies that may be involved with our young people. This enables planning of specific support and professional help and intervention to promote positive behaviour and reduce the incidents of crisis.

### **Behaviour Management Strategies**

SWS needs to be a safe place because of the nature and vulnerability of the young people in there. It is essential that all staff in SWS are provided with the necessary skills to promote behaviour for learning and to de-escalate incidents of challenging behaviour. It is part of the framework to support Behaviour Management that advice is given to identify and manage challenging behavioural displays of anger.

Classroom management and strategies for diffusing situations

- Routines that pupils understand and comply with- when and if they can leave their seat.
- Remind pupils of expectations-give specific instructions.
- Outdoor clothing and head gear removed and Darwen Vale uniform worn.
- Refer to rules and rewards displays.
- Seating plans that support all learners-groupings, abilities, SEN needs.
- Equipment is prepared and in good condition-promotes the feeling of being worth it.
- Consistent use of verbal praise and rewards.
- Check for understanding.
- Challenge inappropriate behaviour – not disproportionate responses.
- Use low level interventions-non-verbal/proximity.
- Planned ignoring.
- Time out.
- Task distraction.
- Avoid over use/threat of detentions.
- Schedule time to deal with some behaviour issues rather than discussing pupils' behaviour in public.
- Plan activities for equipment failure-back up plans.
- Remove distractive objects.



- Plan and control the curriculum-periods of the day.
- Ensure you know the pupils-triggers and mood.
- Apply sanctions and ensure followed through while maintaining common sense.
- Remain calm and avoid personal or emotional responses.

### **Managing Challenging Behaviours**

Care and consideration for the safety and well-being of other young people is paramount. In any given situation ensure pupils not involved can be taken to a place of safety. SWS staff and members of SLT and the Head teacher to be informed. Staff are to remain calm and consider their actions to ensure they avoid personal injury.

- Allow students freedom to move around.
- Personal space.
- Communicate with the young person at all times.
- Stay calm and quiet voice.
- Use distraction topics of conversation, food or drink.
- Avoid confrontation.
- Allow some physical activity.
- Allow a safe exit.
- Consider if containment is necessary.
- Encourage the young person to regain control of physiological signs-breathing, talking calmly
- Ask the young person what they need and respond if appropriate.
- Take them away from the situation and allow time to recover and regain sense of self.

Any major incident will be reported to parents/carers and recorded. A major incident will result in a Fixed Term exclusion. A restorative session to resolve the conflict will be offered. SWS staff will use the report to assist in producing strategies for an Pupil Support Plan and the information will also be used to review any working practices and procedures that may have contributed to the incident.

### **Complaints procedure**

If parents/carers have concerns with the approach to managing their son/daughters' behaviour (sanctions/positive handling/searching) they should be discussed initially with the Head teacher at Darwen Vale. If the complaint is not resolved then the parents/carers should contact the Chair of Governors in writing.



