

## **CRIBDEN HOUSE SCHOOL**

### **BEHAVIOUR POLICY**

#### **Vision**

Cribden House School promotes a high quality inclusive learning environment for primary pupils with SEMH in Lancashire, where all members of the community are valued as individuals

This policy reflects our expectations and aims for the management of behaviour within Cribden House School.

#### **Mission Statement**

At Cribden House, we believe in every child's ability to succeed within a nurturing and inclusive environment. We aim to equip each child with the skills and strategies they will need to fulfil their potential and make a positive contribution to school and their community. We will celebrate every small step on this journey with a positive, supportive team approach, and help them to develop resilience when they face setbacks. We are committed to helping them make a successful transition to the next stage in their learning.

#### **Philosophy and Aims**

We aim:

- To provide high quality education which enables all children to reach their potential and develop a positive attitude to lifelong learning.
- To ensure a safe, caring environment for children who have experienced a previously unsettled education.
- To provide more inclusive experiences for our children.
- To develop links between Cribden House staff and colleagues in local mainstream primary schools and short stay schools.
- To develop a Centre of Excellence within the community that will include supporting children with BESD who attend local primary schools and their parents.

## **School and Home**

Schools in partnership with home have a major part to play in the development of children's behaviour. All staff in school are committed to helping the children to succeed and require a similar commitment from the pupils and their parents/carers. This partnership begins at the admission meeting and is ongoing and integral to the success of the child whilst at Cribden House School.

It is the policy of Cribden House School to have a shared code of values for all staff and pupils based on:

- **High Expectations**
- **Educational Progress**
- **Respect for self, others and our school**

In order to achieve these aims we believe that staff, pupils, parents/guardians and school governors need to work together to ensure a consistency in the development of appropriate behaviour through the school behaviour policy. This policy sets out:

1. What we think are the benefits of appropriate behaviour
2. Our expectations in respect of behaviour
3. How we encourage positive behaviour
4. How we discourage inappropriate behaviour

The School Behaviour Policy is an integral part of our work at Cribden House. At a school level it will enhance the function of the school as an organisation by providing clear structure, and effective and consistent organisation which will facilitate the development of other aspects of school life eg. Learning.

Each pupil has a "Statement of Special Educational Needs" or an Educational Health and Care plan and school will aim to meet both the academic and behavioural aims and objectives within this Statement or outcomes of the EHC plan. This will include recording of incidents and class-based monitoring to inform the regular review process.

In order to meet the needs of pupils with more complex and challenging difficulties we may need to work in partnership with other agencies. In situations where we cannot meet the needs of a particular pupil our policy of on-going monitoring and review will recommend a formal re-assessment of Special Educational Needs.

### **BENEFITS OF APPROPRIATE BEHAVIOUR**

At Cribden House we believe that when staff, pupils and parents value appropriate behaviour,

#### **Pupils:**

- Learn and understand more
- Achieve more personally
- Value themselves, their work and the environment
- Respect others, their work and their property

- Become better at taking personal responsibility
- Enjoy a happy working atmosphere
- Develop good working relationships with staff and each other
- Value education

#### Staff:

- Teach more effectively
- Are better able to meet individual needs
- Develop better relationships with pupils
- Enjoy a happy working atmosphere
- Experience greater job satisfaction
- Have more opportunity for positive contact with parents/guardians

#### Parents/carers

- Know that their children will be educated in a caring and happy atmosphere
- Can be confident that their children will achieve their best
- Can be sure that their children will receive appropriate support
- Can be positively involved in their children's progress

### **OUR EXPECTATIONS OF BEHAVIOUR**

At Cribden House we expect all members of the school community to behave safely and treat everyone with respect.

#### **Pupils**

We expect pupils to take responsibility for their own behaviour in school and accept the rules of our school.

#### **Respecting ourselves:**

Our pupils will:

- a) be encouraged to recognise and value their achievements, however small, so as to improve self-esteem and confidence
- b) be encouraged to care and develop respect for themselves through good health and personal hygiene and reducing risky behaviours.

#### **Respecting others:**

Our pupils will be encouraged to:

1. Relationships
  - a. Speak politely to everyone in school
  - b. Be co-operative with staff
  - c. Use acceptable language to adults and pupils
  - d. Respect the individuality of others

2. Responsibilities
  - a. Attend school every day on time
  - b. Try hard to complete tasks set by any adult during lessons or activities
  - c. Comply with all reasonable requests from staff in school, out of school and during transport to and from school.
  - d. Agree to wear a school uniform.
  - e. Hand all belongings in at the start of each day
  - f. Be in the right area of school

### **Respect Property:**

Our pupils will be encouraged to:

- a. Treat all parts of the building and Outdoor facilities with respect
- b. Use equipment safely and appropriately
- c. Move around the school in a safe and manner
- d. Arrive and leave the school appropriately

### **Staff**

Our staff will always treat children with respect for their feelings and physical well-being.

### **How we encourage appropriate behaviour in School**

We have a school – wide reward system which aims to encourage pupils to make good behaviour choices.

There are two clear levels at which behaviour is monitored, recorded and rewarded:

#### **The Individual Level – Provision Plan/Individual Behaviour Plan**

Each child will have a personalised Provision Plan written at the beginning of the school year and reviewed termly. This plan will include targets for both work and behaviour in order to meet the objectives of their Statement of Educational Need. Each child will also have an Individual Behaviour Plan.

#### **Across the School**

To further encourage appropriate behaviour and to inform pupils of their boundaries, a school wide “Rewards” system, based on acceptable behaviour and individual behavioural targets, has been developed. There are opportunities during lessons and social times each day for pupils to gain points. Each child can earn up to 10 points per day: 5 points for lesson times (Literacy, Numeracy, PSHE and 2 afternoon lessons), 5 points for social times (Arrival, Assembly, Lunch, Lunch play and Departure). In addition, each child will work on his/her own behaviour target.

## **Reward System**

It is not enough to just inform pupils of what is and is not appropriate behaviour. It is necessary to promote and motivate them towards positive achievement. To facilitate this, a system of incentives and rewards has been developed. The emphasis of our rewards system is for pupils to take more responsibility for their own behaviour through self-improvement. Pupils are generally in competition with themselves, not each other and success brings recognition and acceptance of achievement by the school community which hopefully fosters a sense of well-being.

### **Our rewards include:**

Verbal encouragement and praise

Whole class recognition of achievements

Award Scheme Certificates – Bronze, Silver and Gold

Small chocolate bars

Vouchers to spend on prizes

Contacting parents or carers – good news phone calls

Respect activity time

Reward trips

## **Cribden House School Celebration Assemblies**

There will be a weekly celebration each Monday for efforts made by individual pupils in both academic and behavioural progress. Bronze, Silver and Gold Certificates are awarded in recognition of achievement for earning their points.

There will be a weekly whole-school target for which the children can earn a raffle ticket. Each week a winner from each class is drawn at Monday assembly.

On a Friday, each class will also choose children who have made a good effort overall during the week to receive other awards and certificates. These children's photos (where allowed) will be published on the school facebook page.

### **Respect Activity time**

There is one golden rule in relation to Respect Activity time; children must respect others by not deliberately hurting them. Each day children will earn 5 minutes activity time when they do not deliberately hurt others. This can total up to 25 minutes by Friday afternoon.

Each week children work towards their own individual behaviour target. Every day they can earn an extra 2 minutes activity time for efforts they make. This can total up to 10 minutes by Friday afternoon.

A total of 35 minutes Respect Activity time could be earned each week or a daily amount where more appropriate for the needs of the children.

### **How we discourage inappropriate behaviour:**

This is positively reinforced through a wide range of strategies demonstrating appropriate and inappropriate behaviour.

When a pupil or group of pupils fall short of these expectations we clearly need to respond firmly and consistently.

Therefore, a number of sanctions both within the classroom setting and beyond are applied when necessary to maintain order throughout the school. Initially, all difficulties that arise are managed by a staff member of the team and many classroom behaviour management techniques are employed e.g. loss of privileges, break-times, additional work to complete etc. Our aim is for pupils to respond to the clear boundaries of the school-wide system.

Level 1 Verbal warning by staff and rules reminder – loss of point

Level 2 Time out of class – loss of Respect Activity time minutes

Level 3 Make up lost learning time during breaks, co-operative learning or lunchtime - vouchers may be taken to 'pay' for damage

Level 4 After school detention

Level 5 Fixed term exclusion

Level 6 Review of placement/permanent exclusion

Numbers 1-4 are the responsibility of all school staff to employ. The sanctions must be used consistently with the main aim to return the pupil back into class as soon as possible. The pupils must be clear why they are receiving a sanction and this should be related to their own personal targets, behaviour and education. The pupils should be encouraged to return to learning as soon as possible. Any missed learning time should be made up in the pupil's own time.

Wherever possible our policy is to ensure the sanction given is appropriate eg. lack of work = extra work given etc. A period of time-out may be used but this is always matched with time made-up.

Our aim is to reach a resolution as quickly as possible and re-focus our attention on positive behaviour. This supports our 'fresh start' policy. Therefore, time to be "made up" is usually most effective with our children when it is done that day and could include working at breaktimes or after school detention. For an after school detention staff should be sure that parents/carers permission has been sought and arrangements are in place either for the child to be collected, or for a member of staff to escort the child home. Staff who are willing to escort pupils must have business use insurance or be able to use the school minibus. Copies of insurance certificates will be given to admin staff and kept on file.

Where this is not possible, the detention will be completed the following day.

### **Time out**

A child may be asked to sit out of class if he is stopping others learning or making unsafe choices. The purpose of the time-out room is to allow a child to work without chat and distraction. He/she will then return to the class when the teacher decides that the child is calm enough to do so. It is the responsibility of the class teaching team to monitor this stage.

For most children a system of completing worksheets (1, 2 or 3 depending on severity of behaviour) will be used and it will be clear to the child what needs to be done before he/she can return to class.

### **Care and Control/Physical Intervention/Teamteach**

There are occasions when physical intervention is necessary to manage some incidents in school and beyond the school gates – eg when children are travelling on the school minibus.

Teachers and other persons who are authorised by the Headteacher to have control or charge of pupils may use reasonable force in the following circumstances:

- Where action is necessary in self defence, or because there is an imminent risk of injury to the pupil themselves or others.
- Where there is a developing risk of injury, or significant damage of property.
- Where the pupil is behaving in a way that is compromising good order and discipline at the school or among other pupils, whether this behaviour occurs in a classroom during a teaching session or elsewhere, and where all other strategies have not resulted in a change of behaviour.
- Where the pupil is committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility.

All teachers are authorised to use reasonable force to control or restrain pupils. The Headteacher can identify people other than teachers whom they wish to authorise to have control or have charge of a pupil to be able to use force if necessary. The Headteacher is responsible for maintaining an up to date list of authorised personnel.

All staff in school have been trained to use Team-teach, a holistic behaviour management system which incorporates a safe Physical Restrictive Intervention programme.

### **Team Teach Procedures**

There may be times when pupils become extremely upset, possibly violent, and in these instances they may be physically held to avoid injury to themselves or others, or to prevent significant damage. This may involve the use of restrictive physical intervention as a last resort. Where a physical intervention is used, the

aim is to move positively out of this situation as soon as it is safe to do so. On these occasions a Physical Intervention form will be completed and parents/carers/social care informed that their child has been held and any report of injuries will be made.

We keep careful records of “incidents” to ensure we are effectively responding to the needs of all children. In addition Individual Behaviour Plans are used to support the development of more positive behaviour patterns.

### **Risk Assessments for Challenging Behaviours**

The school will undertake risk assessments for all pupils with challenging behaviour in order to minimise risks, protect pupils and staff and to exercise the school’s ‘Duty of Care.’

This will involve assessing the context and probability of risks and the seriousness of any likely outcomes for pupils or staff. If further action or strategies are identified in the risk assessment process the school will take action to implement these in order to safeguard pupils and other members of the school community.

Any damage to property, violence to others (staff and pupils) or total refusal to work will result in moving up the levels quickly and this is at the discretion of all school staff. Vouchers earned may be used to pay for any minor damage. A bill will be sent home for more costly vandalism or damage.

### **Pupils leaving the classroom or the school building**

‘Teamteach and reasonable force’ is used as a **‘last resort’** and not to contain or force a pupil to stay in school or class. Staff in Cribden House will not use reasonable force in order to keep a pupil in school. However we have a duty of care to all our pupils and staff. In every case where a pupil is attempting to leave a room or the school, we will make a dynamic risk assessment. In most cases, we will endeavour to keep pupils in the school building. However if this puts children or adults at further risk then Parents/carers/social care may need to be contacted to arrange collection of their child.

### **Guidelines for use of Recovery Rooms/Safe spaces**

Use of the Recovery Room or Safe space is to ensure the safety of all children, staff and the pupil concerned. As a school we have a duty of care to all who spend their time here and pupils cannot be allowed to create an environment where the safety of other children, visitors or members of staff is affected.

Being sent to the Recovery Room is a consequence of a child’s action and not a punishment. This is not a first step in behaviour management, except in a crisis; a range of other strategies will already have been tried. When reminders, redirection and clarification of consequence have not resulted in an effort by the child to act responsibly and safely, then they may be directed to the Recovery Room/Safe space.

If a child is being violent towards others, putting themselves in danger and/or damaging property, we occasionally have no option but to isolate him/her as an emergency measure: to leave them in class would put both other children and staff at risk. Restraining the child may only enrage them further, and could also put them, as well as others, in danger of possible injury. Withdrawal also gives the child appropriate time to calm down and regain control, and without loss of dignity they may become composed enough to return to class.

The Recovery Room follows guidelines for withdrawal rooms in that it is unstimulating (its purpose, after all, is to give the child time to calm down), but safe. The child remains in a recovery room for the minimum time possible; as soon as they are calm they will be returned to class or a time-out room.

### **Sending to a Recovery room/Safe space - Procedure**

Should a child need withdrawal from class the following procedure is followed:

- The child will either be sent (if they are willing to go and can be trusted to do so on their own) or taken to the Recovery Room where a member of staff will supervise them.
- In most cases the child is given the option of sitting outside the room, on a nearby sofa bench, going inside with the door open or going inside with the door closed. Some children choose to put themselves in the Recovery Room with the door closed because they are aware that they need to calm down or they are likely to hurt someone.
- The Recovery Room is supervised at all times by a member of staff and there are no locks on the doors.
- If the child continues to be physically aggressive, adult(s) may have to hold the child.
- Once a child has calmed s/he will be returned to the classroom where s/he will be accepted as part of the group.
- A record will be kept of all children who have been withdrawn and the length of time they need to remain there.

### **Debriefing**

This will take place with every child who has been held or moved or been taken to the Recovery Room/Safe space.

A debrief involves listening to a child's account of what happened, sharing the staff view, talking about how feelings affect behaviour and then together finding ways to plan alternative strategies.

This debrief will happen at an appropriate time later in the day when the child has settled and achieved some positive outcomes or the following day.

### **Restorative Practices**

All staff have been trained to conduct Restorative practice meetings and these are used with both the harmer and the harmed. The aim is to reach a solution which enables the harmed to feel safe and the harmer to recognise the consequences of their actions and repair any damage or harm.

## Exclusion

On rare occasions it may be necessary to formally exclude a child for a period of time. This is kept to the minimum but does require a return to school admission meeting with the child. Parents/carers will usually be asked to attend this meeting.

Exclusion will not be imposed in the heat of the moment unless there is an immediate threat to the safety of the pupil concerned or others in the school. If a fixed term exclusion of 6 or more days is necessary, from day 6 following, the child will receive full time education organised by Cribden House School.

Unacceptable behaviour which might result in fixed term exclusion include:

- Physical assault to pupil or staff (including spitting)
- Verbal abuse / threatening behaviour
- Bullying
- Racist abuse / harassment
- Sexual misconduct
- Damage
- Theft
- Drug and alcohol related incidents
- Persistent disruptive behaviour

Only the Headteacher, (or the person fulfilling this role in his/her absence) can make the decision to exclude a pupil and in making that decision he/she will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off the premises which is in breach of the standards of behaviour expected by the school.

(Pupils will be excluded for the minimum of one day for any unprovoked attack on staff or other pupils)

Placement Reviews will normally be used only as the final step in a process for dealing with disciplinary offences when a wide range of other strategies has been tried without success, and where the school believes it can no longer meet the needs of the pupil.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a pupil for a first or one off offence e.g.

- Serious actual violence against another pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well being of the school community.

In making the decision to exclude, the Headteacher will follow the procedures laid out in the guidance produced by the DfES and the Local Authority, and will seek the advice of the Local Authority where necessary. Parents/carers will be involved in the process and kept informed of the actions taken.

## **Powers to search and confiscate**

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item eg a weapon, drugs, alcohol etc.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

## **Police involvement**

Where a pupil's behaviour is not successfully modified by the use of school-based rewards and sanctions and **Individual Behaviour Plans** have not resulted in behaviour which can be managed or contained safely within school, then school may need to involve the police. This will be as a response to serious aggression, assault or damage and will be a very last resort.

## **Bullying and Harassment**

Cribden House School is committed to a whole school approach against bullying and harassment in any form. This includes racial, sexual and homophobic harassment.

Bullying and harassment is not only hurtful but it stops pupils from learning. Pupils are expected to demonstrate care and courtesy towards each other, respect one another and respect difference and diversity.

This school will not tolerate any kind of harassment and bullies or instigators of harassment will be dealt with firmly (see Anti Bullying Policy).

## **Racial Harassment and Racist Incidents**

The school follows the guidance issued by the Local Authority on dealing with racial harassment and racist incidents that occur in school. Racial harassment will not be tolerated and the perpetrator(s) of the harassment or racist abuse will be dealt with firmly and sanctions applied as appropriate. In many cases the parents/carers of the pupil(s) in question will be contacted and may be asked into school to discuss their child's behaviour. Victims of racist abuse and harassment will be supported both at the time of the incident and following the incident if necessary.

The school will complete a racist incident report form following every racist incident that occurs in school (no information that may identify a perpetrator or victim will be included on this form). This will be returned to the Local Authority who will follow up serious incidents with the school and other appropriate agencies.

## Recording and Reporting of Incidents

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's Behaviour Policy. The school has clear procedures in place for recording incidents of inappropriate behaviour and conduct of which all staff are made aware and reminded on a regular basis.

The school has advised staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements. The procedures for recording and reporting incidents are reviewed regularly.

In addition to the school's own reporting procedures, the school also follows the Local Authority's guidance for recording and reporting particular types of incident. The reports that the school sends to the Local Authority are listed:

- **Accident/Incident Report Form** – the school is required to complete a form following every accident or incident that occurs in school, and return a copy to the Local Authority.
- **Exclusion Notification Form** – an exclusion notification form is completed and signed by the Headteacher following every exclusion issued. This is sent to the Local Authority who monitor all exclusions, notifies other relevant services of exclusions where appropriate and produces annual statistics on the number of exclusions in the Borough.
- **Racist Incident Form** – this report form is completed and returned to the Local Authority following every incident of a racist nature that occurs in school. The form does not identify either the victim or the perpetrator of the racist incident.
- **Violence and Aggression towards staff** – a report form is completed following every occasion where a member of staff has been hurt by a pupil.

The school ensures that completed forms and any photocopies containing personal information are kept secure as required by the Data Protection Act and that only authorised persons can see the information.

## Complaints Procedure

Our school's Complaints Policy can be found on the school website. In the event of a complaint against a member of staff, thorough, speedy and appropriate investigations will be carried out. School will refer to the guidance set out in the *Dealing with Allegations of Abuse against Teachers and Other Staff* document when deciding what immediate action should be taken. If the decision is taken to suspend a member of staff, the school has a duty of care and must ensure that the member of staff is provided with appropriate support and pastoral care.

## Monitoring, Evaluation and Review

The school monitors behaviour incidents in order to identify issues and trends in terms of:

- Type of incident
- Pupils involved
- Timeliness of response
- Outcomes

The school evaluates its behaviour policy against key improvement objectives which include:

- Improvement of individual behaviour
- General behaviour patterns
- Balance in the use of rewards and sanctions
- Staff support and training needs
- Curriculum access and academic progress
- Equal opportunities
- Behaviour management trends over time
- Effectiveness of the policy in encouraging positive behaviours
- Multi agency support

The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements.

The Behaviour Policy as a whole will be reviewed on a regular basis.

### **Feedback and Information Sharing**

The school will report details of the implementation of the behaviour management programme to parents.

Staff will receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcomes of referrals.

Relevant information is shared with all members of staff and the Governing Body to better inform decision making and to assist in meeting the educational needs of all pupils at the school.

### **Reviewed**

June 2017 by J Ashworth

Next Review June 2018