

## Cranbury College Behaviour Policy 2015

### Context:

Children arrive at Cranbury College with different levels of social, emotional and mental health difficulties. The College is engaged in a process of encouraging and enabling its students to develop competence in these areas and become more effective learners.

We believe that in order to do this, they must also develop a personal control system that comes from their own desire to conform to socially acceptable behaviours. Some students will come to us with few effective internal control systems and they will be heavily reliant on good order and the external controls provided by the College to get them safely through the day. Good order has to be worked for, it does not simply happen.

We adopt an approach called 'Mindful Compassion in Education'.

### **Understanding of behaviour:**

We believe behaviour is a **communication** about how an **experience** is making a child feel. We provide experiences for children which can add to positive or negative feelings, however, for our students **problems** are normal where:

- Children are only just learning to develop their own controls and are testing the boundaries of acceptable behaviour.
- Children feel threatened, frightened or surprised by something in the environment including someone else's communications.
- Children are experiencing high levels of trauma and or stress in their life outside school
- The type of activity and method of delivery do not match the child's learning style or level of ability.
- Staff do not adequately control their own behaviour and communications, both verbal and non verbal.

**Celebrating Success** is an integral part of all we do and is an important aspect of emotional wellbeing; **our success is tested not by the absence of problems but by the way we deal with them.** We can be successful through:

1. the consistent application of our own agreed standards within each centre of the college.
2. the quality of relationships between staff and students
3. the shared expectation that our students can achieve at the highest levels

## 1. Agreed Standards

- The code of conduct should be displayed prominently in words and pictures throughout Cranbury College buildings and reinforced with the students when they are being observed as well as on those occasions when they are not.
- **Staff are expected to challenge behaviours** which do not adhere to the Code of Conduct and be **consistent in using the rewards and consequences systems**. Behaviour management is part of everyone's performance management. At all times, staff should be acting in accordance with the Team Teach and Mindful Compassion training they have received.

Every centre and their students should adapt the basic elements of the Code of Conduct below for use in each centre. **Each centre will also have a more detailed set of site-specific rules that must be prominently displayed in all areas**

### Cranbury College Code of Conduct

**Be ready to learn**

**Be respectful**

**Be safe**

**Be ready to learn**

This means:

- We expect **children** to be in lessons actively participating in learning throughout the day. We hold children accountable for their actions through our rewards and consequences system.
- We expect **parents** to send children in uniform, having eaten breakfast and with provision for dinner. We expect they will support us in disciplining their child for missing learning and help them complete any missed work. We hold parents accountable for their actions through our home school contracts
- We expect **staff** to ensure our lessons are engaging, highly differentiated and specifically targeted to help each child make progress from lesson to lesson. We expect that non-engagement will be challenged and worked through individually if necessary with the child concerned. We hold staff accountable for their actions and professional standards through performance management

### **Be respectful**

This means:

- We expect **children** to talk to staff, visitors, and each other using polite verbal and non-verbal communications. We expect that where this has not happened pupils will discuss issues in meetings with staff to prevent further problems and repair relationships. We expect that children will not disrupt the learning of other students or cause damage to property, equipment or learning materials.
- We expect **parents** to set high standards for the way their children speak with staff and other students and support us in any disciplinary actions where this is necessary.
- We expect **staff** to treat our children as our valued customers and respect them. We expect staff to have high expectations of students' behaviour and achievement. This necessitates highly professional management of one's own behaviour and is covered in detailed guidance within our staff handbook and behaviour training.

### **Be safe**

This means

- We expect **children** to follow our health and safety rules at all times and refrain from any behaviour or activity that is dangerous to themselves or others. This includes upholding our no smoking policy.
- We expect **parents** to pay for damage caused by unsafe behaviour and support us in any disciplinary matters concerning safety.
- We expect **staff** to follow our health and safety policy at all times. If staff feel a child's behaviour is unsafe they must immediately ask them to desist and use a gradual and graded approach to de-escalate the issues. It may be necessary for staff, using their judgment and knowledge from Team Teach training, to physically intervene to prevent significant harm. Guidance is available in our staff handbook.
- We expect all unityebbers to follow our anti bullying policy. Bullying stops people feeling safe. This is not acceptable in any form.

## **2.The quality of relationships between staff and students**

Relationships are vital in helping students make progress. Therefore every child will be allocated a **key worker** on entry to the college. Using a Mindful Compassion approach, every member of staff has a positive contribution to make and it is vital that everyone in college takes responsibility for behaviour management.

**Key workers will be expected to:**

- Establish a rapport with children
- Complete the child's **educational chronology**

- Produce a formulation and **share** this with other team members. The purpose of this is to ensure that everything we know about children is reflected on by teaching staff, when planning and delivering lessons. All risk reduction activities must be in place, used and monitored regularly. If an update to a risk assessment is made, this must be promptly shared with all staff who are currently working with that child.
- **Set challenging behaviour targets** with the child using the **Boxall profile assessment and any other available information**. Review these at least weekly and **chart the progression of children's behavioural skills using this system**.
- Meet with the child daily to review any incidents or 'praise points' and re-focus on targets and goals to ensure at least good progress
- Build the relationship and rapport with the child's family through at least **weekly contact and by being the first point of contact** for any issues or rewards.
- Seek advice from managers and behaviour support officers where progress is not being made.

**Teaching staff will be expected to:**

- Value every child for their unique gifts by planning learning for each individual child to engage, enthuse and make progress.
- The aim of this College is to be a 'Centre of Excellence' and therefore we expect teachers to set aspirational academic targets which lead to students making at least 'good' progress.
- Follow the guidance on 'Lesson essentials' particularly with regard to the start of each lesson; greet pupils at the door of the classroom and manage the environment with each child's needs in mind.
- Be ready to start learning as soon as the children enter the room.
- Spend time with children's key workers, student files and information. Actively seek solutions to any recurring issues in class: it is the responsibility of teaching staff to set up restorative meetings, when a child has not accessed learning on more than 3 occasions.
- Emphasise at all times the positive progress students are making, however small. Use appropriate rewards.
- Plan the role of the HLTA within every session so that learning and differentiation can be maximized. Support in lessons should be for learning: discipline in class is the responsibility of all staff and should be directed by the teacher.
- Challenge breaches in the code of conduct, support staff in difficulty using Team Teach methods of de-escalation and positive handling.
- Report incidents using incident sheets and agreed sanctions (e.g. detentions/ work completed at different times of day/ sending work home) to ensure the child does not use negative behaviour as a means of avoiding work.

**Middle Managers, supported by SLT will be expected to:**

- Get to know children in their department by being present where possible during unstructured times, leading assemblies and/or circle times and through involvement with prominent celebrations and/or significant sanctions.
- Model best practice behaviour management techniques at all times as outlined in the staff handbook.
- Agree home school contracts with parents at induction.
- Gather information about the child on entry and visit home to make first contact with parents. Provide colleagues and the school office with prior learning information, induction forms and baseline Boxall assessment (done with previous school).
- Challenge breaches in the Code of Conduct, support staff in difficulty using Team Teach methods of de-escalation and positive handling.
- Follow up significant incidents with appropriate sanctions and investigate using the 'tracing back' framework.
- Monitor all serious incidents and the quality and effectiveness of rewards and sanctions given. Feedback any significant findings from this monitoring.
- Make decisions regarding significant sanctions and any individual child's programme of study.
- Provide training to improve staff competence in managing challenging behaviours.
- Provide data analysis on request for professionals meetings and progress meetings.
- Timetable staff resources to adequately meet the needs of learners.

**3. Shared expectation that our students can achieve at the highest levels.**

It is essential that we maintain high standards for behaviour within our group settings. Children identified as having very immature emotional behavioural developmental levels through Boxall assessment may not be able to access a group work timetable until they have achieved at least level two of our behaviour ladder system (see handbook).

**We believe**

- That all our children have strengths as well as areas for development and that these need to be championed by staff and reinforced regularly. Children need to know how they are getting things right as they will not necessarily be able to do infer this for themselves.
- That all children deserve highly interesting, personally targeted learning to help them make at least 'good' progress.
- That children who can access groups can be expected to follow the Code of Conduct on most occasions

- That children have a right to a ‘next step’ and that we need to coach them through this journey - this means we must set and review targets with those children regularly.
- That parents are key partners and have a right to be involved in their child’s learning, they also have a responsibility to expect high standards from their children.
- That we are adults undertaking a professional role where we have chosen to work with challenging behaviour, therefore, we must expect our own professional behaviour and that of our colleagues, to be very well managed and that we will be challenged as part of our everyday role.

### Guidance for rewards and consequences

The establishing of an internalised personal control system will not be an easy process for many of our students. We need to do much to build feelings of self-confidence, self-worth and delayed gratification. The guiding principle for all our contact with students is that we expect them to choose to learn and we expect to find early opportunities to praise them. **Be extravagant with praise at all appropriate opportunities where students display good progress in their learning and behavioural skills.** We also give rewards for

- Showing visitors or guests around and/or preparing hospitality arrangements.
- Organizing whole College events.
- Representing the College at events or conferences.
- Being a good friend and community member over a whole term.
- Taking a leading role in preparing or presenting an assembly.
- Improving the College environment.
- 100% attendance over a term.

### **Have a locally agreed reward system**

Every site must have an agreed reward system and this should be prominently displayed in all areas of the site (or in communications with individuals). Rewards should be recorded so that we can see over time what is being rewarded and by whom. This should be **locally agreed and the responsibility of the department manager.**

### **Catch students being good learners.**

1. **Be quick to recognise good learning and behaviour.** These should be publicly acknowledged and merits awarded, in accordance with the local reward system.

2. **Find opportunities** during the day to take students aside and give them quiet verbal encouragement for any act of kindness, tidiness, or effort to meet the Code of Conduct.

4. **Involve parents as often as possible.** Send 'Praise Letters' to every student for good or better progress every term and always ring home with praise comments.

5. Use **whole group rewards where appropriate** - trips at end of half-term, Friday afternoon activity sessions, or any other agreed reward.

6. **SLT should be given data regarding rewards** given each term so that any special praise or rewards from SLT can be given.

6. **Staff should also be rewarded** for outstanding practice. All staff should record staff achievements in local records (such as the 'sparkle books') and bring these to the attention of managers. Local incentives and staff reward systems can be agreed with Gill for each department and are encouraged.

**Consequences: we believe that a behavior results in consequences but that when they are negative we can, through a mindful compassionate approach, view these as 'unintended consequences'.**

**An unintended consequence is given(or happens) when a child breaches the Code of Conduct.** Consequences must always be related to the negative behaviour, as close to the time of the negative behaviour as possible. Our 'consequences tariff' should be displayed prominently in all centers (local adaptation to child friendly language is permitted). Staff and pupils should use the tariff when working through incidents to decide consequences. **ALL CONSEQUENCES MUST BE RECORDED ON INCIDENT SHEETS.**

In all circumstances consequences will be issued and monitored following one of the meeting structures below (guidance on tariff)

**Reflection:** (level 1,2) discussed with key worker as soon as possible the next day and a solution to fix the issue or problem recorded on the incident sheet. Key workers will monitor for further similar issues and may wish to hold a progress meeting where issues are persistent.

**Restorative meeting: (level 2,3)** where a student has had repeated difficulties with a subject, staff member or other children, the key worker should seek support from the behaviour support officers or centre managers to get all parties together to fully reflect and analyse the event/s. Staff should use the 'tracing back' tool as a basis for discussion and any decisions on actions to be taken.

**Incident triggered Progress meeting: (level 2,3)** this meeting should be held with a manager and will look at all information on the child's progress to date. Parents and children will be invited to attend. The purpose of this meeting is to

discuss what further interventions, adaptations or changes might need to be made to a child's programme. Progress meetings will only be held where managers are shown

- Evidence that **progress in learning is not being made** in subjects (teachers will need to provide this information on request from their assessment files and a report on each subject area including details of the lesson planning for that child)
- **Evidence from reflection, reporting, restriction and restorative meetings above-** shown as progress map/ plan
- **Evidence of attendance rates/ engagement in lessons** (could be daily sheets/ target cards etc over time)
- **Evidence from SIMS regarding incident rates and times**
- **Evidence of any multi agency involvement and targets from any multi professionals meetings to date.**

#### **Managing significant incidents where children lose control:**

Sometimes we are unable to pick up the **early anxiety signals** that tell us a child is not coping or is becoming aroused and/or anxious. This may mean that an incident escalates quickly. **We have extensive guidance on managing such situations through our Mindful Compassion and Team-Teach training materials.**

**We expect that all staff observe some core principles when faced with such a situation.**

##### **1. Make a dynamic risk assessment:**

Ask yourself: who is at risk? What one thing can be done to reduce the risk of this happening? It may be necessary because a child is at risk of harm, or of harming others, to use a physical restraint at this point. If not, then staff should attempt to de-escalate the situation as quickly as possible

**2. Manage yourself- set your professional mindset-** it is not you personally responding. This is where your training needs to take over (imagine an emergency services response): **check your face and body language are neutral and controlled, use scripts** and say as little as possible.

**3. Manage the environment- get support** if you can to remove other children, items that may be thrown etc., guiding the child away using simple options. This will increase the likelihood of a successful and dignified resolution.

**4. Focus on what you want to happen** and don't respond to secondary behaviour.

**5. Change face** at the first opportunity.

**6. Record the incident** using the incident report sheets in the handbook.

**7. The need to talk** following an incident is normal and indicates you are a reflective practitioner. Find any member of SLT or behaviour support team. All staff will be happy to help.

**8** if you are a **witness to an incident: help or move on**. Staff flocking can escalate children and communicate to them and us, that a situation is 'brewing'.

**9**. Find opportunity to spend time with the child as soon as possible- we need to communicate that once incidents are done they are done.

### **USE OF PHYSICAL RESTRAINT**

All Cranbury College staff are Team-Teach trained in positive handling and de-escalation strategies. Staff must act in good faith in accordance with this training at all times.

All students at Cranbury College have a risk assessment to help minimise risks caused by known difficult behaviours. It is the responsibility of keyworkers and the wider staff group to ensure these are monitored, amended and shared with staff on a regular basis. **If a child needs to be held they must have a positive handling plan. This must be discussed with parents.**

Sometimes it may be appropriate to use positive handling strategies (physical restraint) to reduce the level of risk from violence or danger where:

- Students are in imminent danger of causing physical injury to themselves.
- Students may cause physical injury to other students/ staff/ members of the public.
- A student is causing damage to property and the member of staff considers that financial or sentimental (e.g. artwork being destroyed) costs will be significant.
- A student is causing a significant and sustained disruption to learning.

Trained staff may use physical prompts and guides to lead a student from one area of the College to another to prevent a situation from escalating or to ensure the learning of the majority is not significantly disrupted.

When holding a student, staff should only employ the Team Teach methods in which they have been trained.

Wherever possible, clearly and calmly, explain to the student what action you intend to take. Never personalise the action.

Wherever possible, ensure that another adult witnesses the action you take and assists by talking to the student in order to calm and de-escalate the situation.

## Cranbury College Behaviour Policy

As soon as possible after the event, inform a senior member of staff of the action taken and:

- You must complete a **PHYSICAL INTERVENTION INCIDENT** report and enter the incident in the bound and numbered book in the office.
- You must then update the student's risk assessment.
- You must work with a manager and the child's keyworker to create a positive handling plan which outlines what to do in a similar incident.
- You must share the plan and risk assessment with all staff.
- You must communicate the incident to parents.
- YOU MUST REPORT ANY INJURIES TO YOURSELF OR THE CHILD IMMEDIATELY TO A MANAGER AND RECORD ANY INJURY OR NEAR MISS IN THE ACCIDENT BOOK. SEEK FIRST AID ASSESSMENT FOR ANY INJURIES SUSTAINED TO YOU OR THE CHILD.

Reviewed and Ratified by Cranbury College Management Committee

September 2015