**Ashcroft School and Extended services**



**Behaviour Policy**

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| **Original Date:**  **November 2017** | **Next Review Date:**  **August 2021** |
| **Policy Objectives** | |
| * To provide guidance for staff, parents, governors and other stakeholders on how we keep children and young people safe * To provide a framework for our collective beliefs around human behaviour as it relates to children and young people * To provide an inclusive model for our understanding of behavioural needs * To underpin our beliefs with evidence based practice and current research | |
| **Key Beliefs** | |
| * Children and young people want to behave well * Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately * With the right support and intervention, children and young people can learn to improve their behaviour and manage well * Mistakes are part of the learning process and we recognize that all of our children and young people are at different stages of the developmental process * All of our children have difficulties which impact on how they learn and learn to behave * All adults can learn strategies to support young people to improve their behaviour * ***We adults can support the children and young people in our school by****:* * *The quality of our relationships with each other and them* * *The quality of our provision* * *A well-informed understanding of their needs* * *The quality of the support we put in place* * *Observation, evidence gathering and analysis – so that our interventions are well informed and planned* * *Working in close partnership with parents and carers* * *Investing time to allow children to practise and make mistakes* * ***Positive Behaviour Support consists of:*** * *Accessible modes of communication* * *Clear and realistic expectations* * *Simple and clearly defined rules* * *Minimal disruption to well established routines* * *The language of choice* * *Rewards and consequences* * *Reparation wherever possible and appropriate* * *Descriptive praise* * *Fair and predictable responses to both negative and positive behaviour* | |
| **Key Beliefs Explained** | |
| *Children and young people want to behave well. We believe that our children and young people are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community.*  **Behaviour and Communication** *- how children behave gives us important information about how they are feeling.*  *Teaching children to effectively communicate is a very important part of supporting children and young people to behave appropriately.*    *Children with profound and complex needs need a highly personalised, individual approach to behaviour management that is reviewed regularly by key staff.*  **Mistakes are part of the learning process** - *Children and young people can learn to improve their behaviour over an extended period of time.*  *Learning new behaviour is an ongoing process of skills development which involves the growth of emotional literacy, empathy and self regulation. These skills are not learnt overnight, but through trial, error and experience. Ashcroft provides a safe & secure environment for this learning to take place.*  *We don’t make a judgement about it – instead we support our children and young people to get it right.*  *As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.*    *All adults can learn strategies to support children and young people to improve their behaviour. Most adults have evolved ways of responding to children’s behaviour based on a combination of personal and professional experiences and training and experiential learning.*    *At Ashcroft School we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.*    *This can be very difficult especially if a child is aggressive or specifically targeting an individual. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond. All staff receives a minimum of 3 supervisions annually with their line manager.*    *All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development - our commitment to Coaching and Mentoring, reflective practice and peer support improves performance and professional competence.*    **Adults can support children and young people by:**  *The quality of our relationships with each other and children and young people*     1. *Our relationships with each other are an integral part of learning process for pupils. They provide a positive framework to help us to illustrate good models of behaviour at all times for our children and young people.*      1. *The quality of our relationships with our children and young people. These relationships are crucial. To foster successful, enabling relationships we need to:*      * *Actively build and foster trust and rapport* * *Have high expectations for all children and young people and when we demonstrate our belief in them, it supports them to succeed.* * *Treat children and young people with dignity and respect* * *Apologise if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect* * *Name and manage our own emotional reactions to children and young people’s behaviour by demonstrating emotionally intelligent behaviour at all times. Seek help from your line manger if you are finding it difficult to manage your feelings about a child or young person* * *It is important to resolve difficult feelings about children’s behaviour – it is unhelpful history. Focus instead on getting it right in the future* * *Quietly but firmly hold appropriate boundaries for the children and young people* * *Seek support from via strategy meetings with other key staff or wider professional networks to problem-solve challenging behaviour* * *We are always respectful to children, we do not talk about them over their heads or in front of other children* * *We are non-judgemental about children’s life experiences, but we use evidence to inform our planning for them*   **Rewards and Sanctions**  *All children and young people have different needs, so will have to be responded to in different ways. Our Individual Behaviour Support Plan reflect this in order to ensure their needs are appropriately met, reviewed, changed and built upon regularly. The IBMP’s address three main phases:*  ***Proactive****:* *interventions which are concerned with teaching or developing new, substitute skills or behaviours and creating supportive and functional environments.*  ***Active:*** *interventions which focus on de-escalation of behaviour and calming techniques, and attempt to identify any triggers for behaviour crises*  ***Reactive:*** *interventions which look at what to do in order to safely support an individual through a crisis. At this point it is the child or young person’s safety and well being which are of paramount concern.*  *All behaviour meets a human need and research has shown that if these needs are met in the above proactive way, then the use of challenging behaviour to meet those same needs is significantly reduced. In order to promote positive behaviour with children and young people we ensure that in all Ashcroft services there are many systems to acknowledge children and young people’s achievements, praising and celebrating their individual journeys and successes, no matter how small these steps might be. As well as the day to day rewards, all Ashcroft Services hold an achievement assembly at the end of each term where parents and carers are invited to join pupils and staff to publicly acknowledge these achievements. This is further complimented in the Together Trust’s formal award ceremonies and through its many participation and community events.*    **Bullying**  *Every pupil has a right to learn in a safe environment, confident in the knowledge they are free from the threat of harassment and any form of bullying behaviour.*  *Ashcroft School Has a robust Anti-Bullying Policy which can be viewed on our website or by request to the Head Teacher.*  ***Illegal Drugs*** *Ashcroft operates a zero tolerance approach to illegal drugs and the misuse of any substance that is illegal or likely to cause harm. All prescription medication should only be brought onto the school premises by a parent or carer and should have first been discussed with a Pastoral Manager or a member of SLT as set out in Ashcroft Schools Supporting Pupils with Medical Conditions Policy*  * *Bringing drugs into school (including prescription medication)* * *Dealing or supplying illegal drugs in school (including prescription medication )* * *Taking drugs before or in school (including prescription medication without an adult present)*   *Whilst we do investigate all incidents on an individual basis it is very likely that any of the above examples would result in one of the following:-*   * *A fixed term exclusion of 5 or more days* * *Being taught offsite (potentially at home) on 1:1 basis* * *A permanent exclusion*   *Our Drug Policy contains more comprehensive details andf should be read in conjunction with this behaviour policy.*  **Discriminatory Language**  *Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school’s community. They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team.*  *The use of discriminatory language in the following ways*   * *With Intent to cause emotional harm to an individual or a group* * *With the intent to incite hatred or violence towards an individual or group*   *should always be reported to SLT in the first instance and then recorded appropriately including any further action and feedback to all those involved particularly the victims. Where targeted and consistent use of racism is involved SLT will also consider involving Channel. Channel is part of the Prevent strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into inciting hatred, violence (including Terrorism) against others due to race and religion.*  *Pupil’s at Ashcroft begins each morning with an emotional literacy lesson. When it is felt that discriminatory language is being used in general conversation without understanding or awareness of its harmfulness, Ashcroft uses the emotional literacy sessions to discuss discrimination in all forms and the impact it has on the individual, groups and even on a community and national level. Pupils revisit discrimination throughout the curriculum, each year whilst at Ashcroft, particularly in Humanities and*  *PHSE lessons.*  **Physical Intervention**  *Ashcroft staff are trained to administer Physical intervention strategies using*  *PROACT –SCIPr. Physical Interventions are always a last resort and only to be used after all other strategies have been tried. They are defensive and never offensive. Any physical intervention used must take into account a child/young person’s individual health conditions, disability and medication. Ashcroft’s policy is that PI’s should only be used in the following situations:-*   * *Where a child or young person is likely to cause significant harm to themselves* * *Where a child or young person is likely to cause significant harm to another child, young person or staff member.*   *On the rare occasions when a Physical Intervention has to be used, a thorough review of the incident occurs in order to evaluate and review best practice. The child or young person’s risk assessment and behaviour management plan should then be adapted or amended accordingly and, if it deemed necessary, a comprehensive physical intervention plan created that demonstrates how the use PI’s are to be reduced over an allocated period of time. It is our practice that parents/carers be involved in all stages of this planning process.*  **Exclusion**  *A decision to exclude a pupil should be taken only:*   1. *In response to serious breaches of the school's behaviour policy* 2. *If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*  * **Fixed Term Exclusion** **-** *is an exclusion for between ½ a day or up to 45 days in any one year.* * **Permanent Exclusion-** *will be used only as a last resort for exceptionally serious behaviour where negotiations to secure an alternative placement have failed.*   ***See Ashcroft School Exclusion Policy for more comprehensive details***  ***Other policies to be read in conjunction with this behaviour Policy are:-***  *Anti-Bulling Policy*  *Cyber Bullying and Safety On-line Policy*  *Drugs policy*  *Exclusion Policy*  *Radicalisation Policy*  *Rewards and Consequences Policy*  *Teaching and Learning Policy*  *Supporting Pupils with Medical Conditions Policy* | |