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| Policy | Behaviour + Sanctions Policy & Procedure |
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| Signed |  |

Introduction

This policy should be read in conjunction with the school's safeguarding, internet acceptable use, whistle-blowing and staff code of conduct policies.

At Esland, we aim for the development of the whole child encompassing all learning, including skill acquisition, building relationships with others, developing knowledge and making progress through a variety of activities. These learning activities can be in the more formal setting of a classroom, but should also be promoted in the more informal settings out of the classroom. Learning to socialise, co-operate, negotiate and collaborate are key skills that young people will need to adopt in order to become good citizens and take their place in society as young adults. Young people should be given the opportunities to promote their understanding of these issues and the teaching and residential care workers have a significant responsibility in this. The school also seeks to actively promote good values such as tolerance, the rule of law and democracy (FBV).

At Esland, we endeavour to provide opportunities for young person's growth and development in the above areas, both in and out of the classroom. Personal, social and health education alongside Social, Moral Spiritual and Cultural opportunities provide the back bone of the curriculum and materials are used to empower young people and develop a local and global sense of identity and responsibility.

It is important that the rules in Esland are adhered to and that young people are encouraged to discuss any problems they may have with a teacher or another adult. The rules are simple and straightforward to ensure understanding by all and are displayed around the building. However, we recognise that young people do not sometimes act within the rules or expectations and on these occasions, staff must respond in a consistent, clear and purposeful way, to ensure that the school environment remains a safe and welcoming place for both staff and young people alike. Under no circumstances is any form of corporal punishment permitted.

Use of Physical Intervention

The schools aim is to reduce the use of any Physical Intervention to zero. However, we recognise that at times this strategy may need to be applied. In order to keep pupils and staff safe all staff are trained in 'positive handling' techniques. These techniques focus heavily on de-escalation and recognising factors contributing to negative behaviours. Positive handling techniques may be used to ensure pupil safety, the safety of peers and staff and also to prevent significant damage to property. Under no circumstances is any form of corporal punishment permitted. Any staff who will not comply with this will be reported to LADO and the Police.

We have a strict policy of no mobile phones, cigarettes, drugs or weapons on the school site. All students are required to hand in the above at the point of entry to the building. Should a young person be suspected of carrying any of the above, staff will request that their bags/pockets may be searched? This will only be carried out with the consent of the young person unless agreed otherwise and consented by parents/carers/placing authority etc. In the case of any of the above being found, they will be confiscated and parents/carers advised. In extreme circumstances where pupils may refuse to comply we may enlist the support of police to ensure the safety of all on site. If this is to happen then every attempt will be made to notify parents/carers and or social workers of the situation. Training

All staff are trained in Therapeutic Parenting and Prevention, Protection, Restoration techniques and use this training to positively manage behaviour around the school. Staff are also routinely made aware of the contents of this policy and its aims and objectives in helping young people to manage their behaviour and to receive the best support from staff to achieve this.

Behaviour Management Systems

The Behaviour Management system used by the school is very much focused on positive behaviours and focuses on how best to support pupils to make positive choices and reward positive behaviour with a Points system.

The points system is pupil friendly and easy to follow. It is displayed in every classroom. Pupils can earn points for every lesson and these are awarded against set criteria that are aimed specifically at improving behaviour, learning, and social skills. The staff record the pupils' points and totals are calculated daily and lead to an appropriate reward to recognise efforts.

Exceptional Behaviour and Attitude

A Headteacher's postcard can be issued for those students that have displayed an exceptional attitude to their learning both inside and outside of the classroom. In addition, a postcard can be issued for showing exceptional kindness, thoughtfulness, helpfulness or for effort and achievement in class. This approach aims to foster resilience and an eagerness in pupils to go beyond expectations.

Morning and Afternoon Reflection

Morning and Afternoon Reflection are periods during the school day to consider our School Theme of the Week and specifically a time for focused Spiritual, Moral, Social and Cultural (SMSC) development, as well as, addressing Fundamental British Values. Reflection time is an invaluable tool in building relationships and improving behaviour. It will also be a time to remind pupils about the expectations of the day (Morning Reflection) as well as considering the points earned (Afternoon Reflection) The tutor communicates via an email sent to the home/parents/carers to highlight any praise, issues or concerns.

The Scope of Unacceptable Behaviour

Many young people bring with them a range of behavioural issues connected with previous education experiences and social circumstances. Sometimes settling in to school takes time and the behaviour of the young person falls below what is expected within a school environment. There may be significant attachment issues that prevent progress from being made. In this case a slow, phased integration lesson-by-lesson and close working with the home manager and therapeutic team is required, based on a shared knowledge of the young person's behaviour. Progress will be carefully monitored as relationships are established. The school aims to enhance stability and to provide support through individual strategies including adaptations to the timetable to help build positive engagement. When assessing what behaviour is acceptable and what is not, reference must always be made to a young person's history and observations within the classroom and home. Care must be taken when assessing behaviour not to ostracise the young person, nor alienate others.

The school has developed a set of clear school rules which will allow learning to take place and these are displayed around the building. (Please see list). These rules are not negotiable and are a basic school requirement, ensuring an orderly environment for the whole school community.

The range of behaviours seen are varied and challenging and differ between young people given their background history. Some of the behaviours that are seen include; -

- Rudeness to staff

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- Leaving the room/site without permission
- Disturbing the learning of others
- Spitting
- Physical threats or intimidation
- Rude or abusive language
- Non-compliance with staff instruction
- Behaviour likely to disturb the learning of others
- Behaviour likely to cause harm to others (including physical and emotional)
- Behaviour likely to cause damage to property or equipment
- Behaviour where pupils have made malicious accusations against staff

Instances of negative behaviours will be recorded on the school's MIS (Engage)

Bullying in any form will not be tolerated (See anti-bullying policy)

This list is not exhaustive but provides a framework for evaluating individual issues and approaches.

Isolated (low level) disruption are minor behaviours, which are recorded on Engage but are dealt with by the class teacher if appropriate, although form tutors or the Deputy Headteacher can be informed if more support is required.

Staff intervention by verbal encouragement and/or directive statements, which focus on the expected way to behave, should be the first stage of approach to a young person where their behaviour falls below the standards expected. Staff can also refer to the points system to encourage pupils to take a more acceptable attitude. If this doesn't work staff should make it clear that such behaviour is unacceptable and will not be tolerated and allow opportunities for young people to apologise for their behaviour/re-integrated into lessons. It will always be the aim to support and help to build positive behaviours and to enable young people to appreciate that there are consequences to their behaviours.

Empowering young people and helping them to develop a respect for their peers and the environment is one of our main aims and all staff should promote this as much as possible whilst demonstrating the characteristics of a positive role model, through highlighting and addressing the behaviour as the problem, rather than being critical of the person involved.

While young people are encouraged to play an active part in the life of the school and opportunities are taken to empower them, there are occasions when the expectations must be enforced. A consistent response from all staff is required so that young people understand the set boundaries and the consequences of their actions. By setting clear and concise expectations, young people know what to expect and are encouraged to reflect on their actions and further develop their self-discipline. At times where these expectations are broken, staff will discuss the specific behaviour that was unacceptable with the young person during

Afternoon Reflection and consider the severity and frequency of its occurrence before making an informed decision on action to take.

Persistent behaviours

Where a young person continues to breach the behavioural expectations of the school despite initial staff intervention, further action should be initiated. This stage of proceedings should involve the staff involved who should investigate the incident(s) before any further action is taken.

The aim of involving tutors in this way is to bring about a constructive change in the unacceptable behaviour of the young person. Once all the facts have been clarified, there may be a need to take further action, depending on the response of the young person.

If the young person responds in a positive way to the meeting with the Tutor, it may be decided that no further action in reprimanding the young person will be required, although good practice should ensue and the outcome will be discussed with the teaching staff and care staff in order to plan strategies to further support the young person. Where the young person does not respond in such a way, but continues to stretch the boundaries, then advice and support of the Senior Leadership team should be sought.

Again, such behaviour incidents will be recorded on the school MIS (Engage)

In all circumstances, informing the young person's care manager/ key worker must be part of the strategy used, including if necessary, seeking a meeting with them. This meeting should occur within 3 working days. When meeting the care manager, or key Worker, the tutor will raise the concerns he/she and the teaching staff have over the continued poor behaviour of the young person and ensure the Deputy or Headteacher is kept informed of all developments. The staff team with clear direction from senior school leaders will evaluate on a daily basis how things are progressing with each pupil and the behaviour strategies which are required. Such options may include:

- "Catch up" times, including after school
- 1:1 working
- "quiet room" (which is used to help pupils reflect and calm down where and when necessary and appropriate after other strategies have been unsuccessful and the young person is becoming a danger to themselves, others or school property).

Persistent breaches of expectations will be fully reviewed in order to modify the young person's PLP and PRP, BSP/RA. The aim is to build a consistent and fair approach based on careful assessment of need.

Serious behaviour incidents

If a serious offence (such as violence, aggression, or a criminal offence in school) occurs, a young person can be internally or externally excluded **as a last resort for a fixed period of time**. There may also need to be police involvement for serious, high-level offences.

The length of a fixed-term exclusion depends on the seriousness of the offence and the risk posed to other young people. A fixed-term exclusion can last for anything from a half-day through to multiple days. The option of a fixed-term exclusion will only be taken in exceptional circumstances. Should this option be taken, the Headteacher will discuss the reasons for the exclusion and make clear the proposed plan to enable the young person to return to school.

During this time, work will be sent home either in hard copy or email format. Home input may be required. This may also entail organising home tuition for a period of time until the senior leadership team believe that the young person is ready to return to the school environment.

Social Workers will be informed at the point of an incident via a telephone call and will receive an email notification. Once complete the Social Worker and home will receive an approved copy of the incident or physical intervention via email/via Engage (MIS).

Consultation with a young person's care manager must be undertaken to establish any reasons outside school which may have adversely affected the behaviour of the young person and to establish whether alternative action should be taken to support the young person. The following are examples where exclusion may be used, but the decision must take account of the context and any earlier decisions on exclusion:

- Violence or intimidation towards staff and/or other young people including bullying
- Serious vandalism
- Sexual or racial harassment (including electronic communications)
- Possession of, abusing or supplying drugs, alcohol or solvents
- Stealing
- Carrying offensive weapons
- Placing themselves in danger e.g. climbing

A decision must not be made until the Headteacher is in possession of all the relevant information and the young person's involvement in the incident is clearly established. The exception to this being is where there is a genuine concern about the immediate safety risk to the young person, other young people, or staff.

The school will not ordinarily consider permanent exclusion. If it is felt that a pupil cannot

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safely attend school to access education, then school will liaise with other professionals to explore alternative options to support the pupil.

To support the needs of pupils attending Oracle School staff must demonstrate:

- Consistency
- High expectations
- Respect to individual needs
- Empower the students
- Verbal encouragement
- Use of the reward system

In addition, staff must also:

- Record all incidents on the MIS
- Take part Restorative Justice practice to encourage reflection
- Record catch ups for any missed work
- Allow for quick reintegration

Return to school

Prior to a young person returning to school following a fixed-term exclusion, the Headteacher and care manager must consider a risk assessment to highlight any necessary changes to the supervision of the young person in school. This may involve individual plans, changes to the timetable to keep the young person away from another young person, or an increase in staffing whilst the young person is at school. On the day of return the young person must have a back to school meeting to explain how the return to school will be managed and to ensure the young person is supported in not repeating the behaviour that required an exclusion in the first place.

Restorative justice is used to ensure any teacher, care staff or pupil has a way forward and the forum to express their views, explain/ understand the impact of their behaviour and apologise for their actions. If damage has occurred then the young person is offered the chance to make reparation. This may include a charge to repair any damage, although this will be no more than 66% from their own monies, as set out in the school's care standards and which can be paid weekly. In very serious cases of extreme damage the school reserves the right to involve the police and will act on the advice provided.

Reporting of Serious Events

It is important that records of any serious incidents that occur in school resulting in a fixed-term exclusion are recorded on *Engage*. These incidents are printed and reported monthly as part of the Key Performance Indicators report produced by the Head teacher to company directors as part of their governance responsibilities.

A letter will also be written by education staff to the young person's care manager/parents detailing the reasons for the exclusion (and evidence where appropriate/allowed within confidentiality and legal bounds), the response required from the young person (if any), a time-frame for re-inclusion and any stipulations attached to the return to education. In all cases a letter will also be sent to the young person's social worker.

Rewards & Sanctions

The policy should encourage positive behaviours and allow pupils to take ownership of and responsibility for their behaviours. Staff should find opportunities to promote positive behaviours and engagement across the school setting and emphasise these behaviours with pupils.

Rewards can be varied and range from verbal praise and feedback, certificates, or use of the school's points system.

Where appropriate, sanctions can be imposed on a young person following inappropriate behaviour. It is not possible to provide a list of suitable sanctions as it is imperative that any sanction imposed must be appropriate to the behaviour. In all cases, sanctions must be:

- recorded
- discussed with the young person's care team
- appropriate to the reason for applying the sanction
- not unnecessarily severe
- understood by the young person.

If any of these cannot be fulfilled, a full discussion must follow involving the Headteacher.

Retention of rights

In addition to the above action, all staff and young people retain the right, without prejudice, to notify the children's services, the LADO or police authorities following incidents of assault, theft or vandalism to their personal property by another person. (See safeguarding and whistle-blowing policies)

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See DfE guidance: Searching, screening and confiscation (2018)

Individual Education Plans and Individual Behaviour Plans and Personal Response Plans are set and reviewed each half- term or as necessary.

Any behaviour issues identified through this process and which are of concern to staff will be fully considered by members of the SLT in order to ensure that the right approaches are established to assist individual young people.

The school has high expectations for pupil's behaviour and conduct when on site and expectations will be communicated consistently. All negative behaviours, low-level disruption and out of class episodes will be challenged appropriately by staff to improve understanding from pupils and to continue to raise standards.