



Milton Special School

Behaviour Policy

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|----|--|---|--|
| 1 | Summary | Behaviour policy | |
| 2 | Responsible person | Claire Patton | |
| 3 | Accountable SLT member | Claire Patton | |
| 4 | Applies to | <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff | |
| 5 | Who has overseen development of this policy | SLT & Behaviour Team | |
| 6 | Who has been consulted and recommended policy for approval | Staff Team | |
| 7 | Approved by and date | | |
| 8 | Version number | V2 | |
| 9 | Available on | Trust website | <input type="checkbox"/> Y <input type="checkbox"/> N |
| | | Academy website | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N |
| | | SharePoint | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N |
| 10 | Related documents (if applicable) | Safeguarding Policy Restrictive Intervention Policy | |
| 11 | Disseminated to | <input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff | |
| 12 | Date of implementation (when shared) | | |
| 13 | Consulted with recognised trade unions | <input type="checkbox"/> Y <input type="checkbox"/> N | |

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1. Mission Statement

At Milton Special School we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be supported to develop strategies to promote self-regulation. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. Our aim is to support pupils, with a particular focus on helping them to understand their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and the child. Staff will understand the pupils and make great effort to get to know the child on many levels. It is necessary that all staff identify and understand insecure attachments, effects of trauma and SEND to maximise positive steps and positive outcomes. These aims, ethos and values are outlined in this policy.

We believe that:

- All behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- Pupils are more successful when their needs are understood and met, allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.
- In supporting emotional development and self-regulating skills pupils can learn to improve their behaviour.
- Many pupils at Milton Special School find learning difficult: learning new behaviours will be supported, just like learning to read or write.
- Pupils need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, past and current trauma, levels of stimulation and engagement.
- As adults, we must consider the learning styles and needs of the pupils; we must also have realistic expectations about the rate of progress a pupil will make when learning to adapt or develop new behaviours.
- Mistakes are part of the learning process, and we recognise that all our pupils are at various stages of the developmental process. We do not make a judgement about it, instead, we support and guide our pupils to make good choices.

The stage of emotional development and additional needs of a pupil will determine their ability to self-regulate and their readiness for learning. Milton Special School aims to offer a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming emotionally and socially independent. This Relationship Policy emphasises the importance of acknowledging academic, social, and emotional progression involving pupils, parents, and carers to provide a safe, welcoming, and inclusive environment. We believe that parents know their children best, and we are committed to working with them to identify the best way of providing support for everyone in the school. The concerns of parents/carers will be listened to, in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

2. Aims

2.1 This policy aims to:

Provide a **consistent approach** to behaviour management

Define what we consider to be unacceptable behaviour, including bullying

Outline how **pupils are expected to behave**

Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

Outline our system of **recognition and consequence**

2.2 Our School aims to:

Provide a calm, positive learning environment which is a safe and healthy environment for all

Recognise and celebrate all successes

Promote reflective practices

Develop independent and confident pupils

Create and maintain a secure and nurturing environment that allows open and honest communication

Create resilient learners

Create a culture whereby children and young people continue to learn life-long skills relating to their social and emotional development.

3. Laws and Legislation

Reducing the Need for Restraint and Restrictive Intervention

Children and young people with learning difficulties, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings (2019).

UN Convention on the Rights of the Pupil

This policy takes into consideration the following articles:

- Article 19 – Governments should ensure that pupils are properly cared for, and protect them violence, abuse and neglect by their parents, or anyone else who looks after them.
- Article 28 – All pupils and young people have a right to education, which should be free. Discipline in schools should respect pupils' human dignity. Young people should be encouraged to reach the highest level of education they are capable of.
- Article 29 – Education should develop each pupil's personality to the full. It should encourage pupils to respect their parents, and their own and other cultures.

Restraints in Schools Inquiry

- Using meaningful data to protect children's rights.

Legislation enacted by the Education Act 2011 which reinforces, supersedes, and replaces previous guidance in relation to:

- Section 93 - Education and Inspections Act (2006).
- Education Act (2002).
- Equality Act (2010).

Trauma Informed Schools UK

UN Act 2008 Convention on the Rights of Persons with Disabilities (CRPD)
Article 3, 8 and 14.

4. Rationale

This policy underpins our commitment to ensuring that Milton Special School is a community in which all people are respected and enabled to grow as learners in a safe, caring and stimulating environment. In its implementation of this policy Milton Special school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

5. Evidence based practice

5.1 This policy is based on Team Teach methodology (<http://www.teamteach.co.uk/>) and also draws on the principles of restorative practice

6. Definitions

6.1 Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

6.2 Serious misbehaviour is defined as:

Repeated breaches of the school rules

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Intentional violent behaviour directed towards any pupil or member of staff

- Deliberate and intentional vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory, including online, behaviour
- Possession of any prohibited items. These can include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person, including any pupil.

7. Bullying

7.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power

7.2 Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

7.3 Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

| Type of Bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

8. Roles and Responsibilities

8.1 At Milton Special School we all have shared responsibility for the positive behaviour management for all of our pupils.

8.1.1 The Local Governing Body - The Local Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation. The legal governing board for the school is the Venn Board of Directors. Where appropriate, the Trust Board will delegate roles and responsibilities to a local governing body.

8.1.2 The Headteacher - The Headteacher is responsible for reviewing and communicating this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

8.1.3 Senior Leadership Team - SLT are responsible for (appendix 1):

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing guidance and support, when requested, to behavioural needs of pupils
- Providing guidance and support, when requested, to class teams or individual members of staff.

8.1.4 Staff - Staff are responsible for (appendix 1):

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Maintenance of Individual Behaviour Plans and associated risk assessments (appendix 2)
- Recording of behaviour incidents

8.1.5 Parents/Carers - Parents/Carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

8.1.6 Pupil code of conduct - Pupils are expected to follow school rules:

- Have respect (for themselves, for others and for the school building and property, including wearing correct uniform)
- Be safe
- Try your best

9. Recognition

9.1 At Milton Special School we consider that praise and recognition are important, and should have a considerable emphasis in school, giving pupils recognition for their effort in work and their positive contribution to school life. It is expected that good standards of behaviour will be encouraged through consistent application of our school values and rules. It is important that the pupils themselves become responsible for the management of their own emotions and behaviour.

10. List of rewards and consequences

10.1 Positive behaviour will be recognised with such things as:

- Positive praise
- Dojo Points
- Traffic light system
- Letters or phone calls home to parents / carers
- Special responsibilities / privileges
- Stickers
- Reward enrichment activities
- Certificates
- Good morning/Good afternoon/Good day notes

10.2 Staff at Milton Special School may use one or more of the following techniques in response to unacceptable behaviour:

- A verbal reprimand
- Supporting a pupil to have time out of class
- Expecting work to be completed at break, lunchtime or in reward time
- Loss of break time or lunchtime clubs / outside time
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Staying beyond the school day in agreement with parents
- Reflection
- Parents to sign positive management plan and reviewing if necessary
- Restoration
- Conflict resolution

The consequence should be individual to the pupil. The aim is to teach the pupil a better way to respond and Post Incident Learning should be used to support this process.

10.3 Pupils may be taken to the Senior leadership team during lessons if they are persistently disruptive, and they will be expected to complete the same work as they would in class.

11. Off-site behaviour

11.1 Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on transport on the way to or from school.

- School staff have the power to discipline pupils for misbehaving outside the school premises, in accordance with sections 90 and 91 of the Education and Inspections Act 2006. This states that disciplinary powers can be used to address pupil's conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
- Where behavioural incidents outside school are reported to school staff, it will be investigated and acted upon. Pupils involved will be supported to provide their version of events. Families will be contacted. The Headteacher will consider whether it is appropriate to notify other agencies such as Social Care and/or the Police.

12. Malicious Allegations

12.1 Parents/Carers and pupils have a right to complain about actions taken by school staff. This might include the use of force. If a specific allegation of abuse is made against a member of staff then the school will follow the guidance set out the 'Safeguarding Policy - allegations against staff'

12.2 The Headteacher will also consider the pastoral needs of staff accused of misconduct

13. Classroom management

13.1 Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct and school rules
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbal
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Use of traffic light system
- Follow positive management plan
- Using positive reinforcement

14. Restrictive Physical Intervention (RPI)

14.1 In some circumstances, staff may use **restrictive physical intervention** to restrain a pupil to prevent:

- Severe and persistent disruption
- An offence being committed
- Risk of injury to self and others
- Damage to property

14.2 Incidents of restrictive physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Recorded on CPOMS
- Recorded on restrictive physical intervention form
- Phone call home to parent/guardian
- If the pupil has any support from external agencies, these will be informed via email in a timely manner
- This must be completed before staff member leaves the site
- Followed up with restorative practice – discussion, reflection and strategies to prevent a reoccurrence

15. Confiscation

15.1 Any prohibited items (listed in appendix 6.2) found in pupils' possession will be confiscated. These items will not be returned to pupils.

15.2 We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

15.3 Mobile phones must be handed into the class teacher on arrival to school. Any pupil who refuses to hand their mobile phones in will have their parent/guardians contacted to come into school and collect them. This is to ensure that safeguarding procedures are being followed.

15.4 Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

16. Pupil support

16.1 The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

16.2 The school's Behaviour Lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

16.3 Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

16.4 When acute needs are identified in a pupil, we will liaise with class teacher and external agencies to plan support programmes for that child. We will work with parents / carers to create the plan and review it on a regular basis.

17. Pupil transition

17.1 To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

17.2 To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff prior to the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

18. Training

18.1 Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Staff at Milton Special School are trained in Team Teach. Refresher training will be provided at regular intervals in line with Team Teach guidance.

18.2 Behaviour management will also form part of continuing professional development. All staff training will be logged on the school's CPD database.

19. Quality Assurance

19.1 Compliance with this policy will be subject to regular quality assurance by both internal and external (3rd party) experts to ensure that practice is meeting the legal requirements of the Team Teach model.

19.2 This behaviour policy will be reviewed by the Headteacher and full governing board every year. The staff workforce will be consulted at each review period to ensure the behaviour policy continues to meet the needs of the whole school community. At each review, the policy will be sent to the Local Governing Body for approval.

20. Links with other policies

20.1 This behaviour policy is linked to the following policies:

- Exclusion policy – Venn Academy Trust
- Safeguarding policy
- Anti-bullying policy
- First Aid
- Supporting pupils with medical needs
- Accessibility plan
- Stress policy

Appendix 1 – Behaviour management – Structure of Responsibilities

Head

- Exclusion - permanent or fixed term
- Meeting in school with family & multi-agencies if appropriate
- Formal letter home
- Meeting with pupil, class teacher and appropriate member of SLT

SLT

- Loss of enrichment activity
- Meeting in school with family & multi-agency if appropriate
- Timetable changes
- Meeting in school with pupil & teacher
- Decision on transportation home
- Removal from lessons - agreed placement in either alternative classroom or quiet or safe space.
- Meeting with SLT, Class teacher, pupil and parent.

Class Team

- loss of time at break/lunchtime
- complete work in free time
- move seat
- loss of a privilege
- Reminder for Dojo's
- Phone call home to discuss behaviour
- Message home on Dojo

