



## Arun Court School: Policy Number 2

Arun Court School – BEHAVIOUR POLICY – last updated July 2021

Ratified by main EMAT meeting: .....

Signature (+ date) Chair of EMAT: ..... Mr Paul Phillips

Signature (+ date) Proprietor: .....Mrs Beverley-Sarah White

Signature (+ date) Principal of School .....Vicki Williams

Date of next review: July 2022 (Reviewed at least Annually)

### Context

#### **The Covid Pandemic and behaviour**

Behaviour can sometimes be a contributing factor to us feeling we can't continue a placement for a student, as we are no longer 'meeting need' (please see our exclusion policy) However whilst in a pandemic we recognise that there is a much greater need for continuation of placement, even if behaviour is negatively affecting the well-being of other students. Where possible we will try to work with the LEA to keep a student on roll by:

Going back through the current and previous EHCP needs, possibly returning to strategies that were thought to no longer be required

Providing a heavily reduced timetable, Early Departure Agreement or alternative online learning from home

Providing 'link services' from other providers (such a day release to Mane Chance or Change of scene) or from at home tuition and learning in the community

Employing a mentor for the student where emergency funding is agreed

Allowing for earlier term finishes if the behaviour is occurring in the final year and exams have been completed

Although we remained open for the whole lockdown, we also recognise that students having been out of school through parental choice will need time to adjust to school life again and that this may affect their behaviour, attendance and ability to participate. Where therapy approaches are not working we may use home visits (by 2 members of staff) to ensure we fully understand the situation and encourage the student to attend and participate.

**We recommend that you carefully read ALL policies but would particularly highlight these to be read in combination with this one:**

- *Safeguarding & Child Protection Policy (3)*
- *Complaints Procedure (1)*
- *Bodycams Policy (3)*
- *Anti-bullying Policy (4A) The whole anti-discrimination suite (suite 4)*
- *Teaching, Learning and Assessment Policy (8A) Curriculum Policy (8B)*
- *Attendance Policy (9C)*
- *Admissions Policy (9A)*
- *Exams Centre Policy (7B)*
- *Exclusions and terminations of placements (9E)*

### The purpose of this policy

- To ensure that a happy and respectful ethos is maintained
- To ensure that adults treat children with respect and understanding
- To ensure that children learn key skills such as how to share, socialise and be respectful to people and property

### Ethos & Context

At Arun Court, we promote positive behaviour at all times, and in all circumstances: after school groups, clubs, therapy sessions and trips.

We encourage, praise and motivate children. We prefer to spotlight positive behaviour for others to follow rather than highlighting negative actions, for example if a child is refusing to sit down at the table we would point out how beautifully another child has sat down and invite the disengaged child to come and join in the fun with us. We fully recognise that the vast majority of unacceptable behaviour is due to frustration, a communication misunderstanding, discovering boundaries or an underlying anxiety- as such they are positive learning opportunities. We deliver a calm environment in which children are fully involved in making choices about their learning. This is a negotiated approach and you can read more about this style of teaching within our Teaching, Learning & Assessment Policy (8A)

When dealing with student's behaviour, we actively promote equality of opportunity and do not discriminate against the disability, race, religion or belief, gender, sexual orientation, gender reassignment, pregnancy and maternity.

We recognise the need to set reasonable and appropriate boundaries to help manage the behaviour of children in our care and ensure everyone's safety. When negative behaviour occurs it will be dealt with in the following way –

- Taking time to get to know the child, and the 'tags' they display when anxiety rises – in this way the stress of the situation can be reduced before negative behaviours are displayed
- Distraction and refocus onto another positive situation
- Highlighting the choices to be made and the potential reward of making the right choice  
Ignoring the negative behaviour and highlighting a positive
- Talking through behaviour situations after they have occurred using pictorial social stories and puppets if age-appropriate
- Using weight therapy techniques, if appropriate / relevant (mainly ASD related)
- Using meditation, time in the dark tent, nurture room, or simply allowing a child to have some time alone before reengaging. We also use further specialist anger management techniques such as 'drawing for calm', 'social skills groups' and motor skills work.
- We will never use any form of physical punishment or humiliate a child in our care. We do not use sarcasm, put downs, a naughty step. We do allow for 'time out' where students are asked to leave the class and in time will choose to leave the class to self-regulate for up to 10 minutes by reading, listening to music or an audio book or spending time in the dark tent.
- We talk about poor choices and things that make us feel sad. We never describe a young person or their behaviour as naughty. We always take students back to the rule of 'mutual respect'
- When dealing with a physical tantrum or fit we use minimal language and ensure the child is in a safe area. This may involve moving the child if necessary or removing objects from their path. We stay with the child, or observe from a distance if preferable, until they are calm and ready to re-enter the situation.
- The minimum amount of physical restraint will be used only if a child is at risk of harming themselves or others.
- We discuss methods to manage children's behaviour with parents before the placement starts and ensure we are aware of any triggers that promote or distract from positive behaviour
- We use body cameras to de-escalate unacceptable behaviour. The student is told that if the behaviour continues the camera will be turned on to record it. See Body Camera policy (Policy 2B)

To promote Positive Behaviour we will:

1. Never place an educational objective ahead of a mental health need
2. Demonstrate respect, love and care in all our actions towards children & adults
3. Praise children and show them appreciation and encouragement throughout the day. Praising a child helps to show that we value them and builds their self-esteem.
4. Reward positive behaviour, as this encourages further effort.
5. Set realistic boundaries and limits appropriate to the child's age and stage of development. Understand that all children are individual and have different abilities.
6. Listen to children's opinions and include them in any planning.
7. Act consistently
8. Use a coaching, facilitating, negotiated and well-being-based response whenever possible and appropriate. We use Solution-focussed approaches as well as holistic approaches across the whole school.
9. Ensure time is given to regular reflection on their day or week

### Unacceptable behaviour is:

- if a child is attempting to harm another child or him/herself;
- if a child is verbally abusing another child
- if a child is being destructive with equipment
- if a child is verbally or physically abusive to an adult
- if a child is ignoring a safety instruction

Any concerning behaviour will be recorded within a child's assessment notes, the daily diary which is sent home or if the event is more severe in the 'incidents folder' where a formal report will be written. This report is shared with parents. Parents will be advised of strategies we are using to support children in making positive behaviour choices.

### Unacceptable behaviour that falls under different or additional policy includes:

- if a child sexually swears or uses racist or homophobic language
- Any form of abuse or harassment (please read our separate policy on peer-on-peer abuse) whether happening on the school site, outside of school hours or online
- Any form of bullying (please refer to our anti-bullying policy, anti-homophobia policy, religious intolerance policy, sexism policy)
- Any form of criminality (please refer to our anti-drugs policy)

Parents and students are made aware that behaviours falling within these policies will involve other agencies, including the police, and will be reported to the brokering LEA as per reporting guidelines. Such behaviours may also result in prosecution.

## Behaviour and safeguarding

We recognise that changes in behaviour can be an indication that a young person is experiencing a form of abuse themselves. When dealing with incidences of poor behaviour the staff are trained to also consider, on a case-by-case basis, any safeguarding information that may be held by the school. As a small setting, the daily end of session meetings allow for issues such as behaviour to be raised and all staff know that DSLs need to be aware of behavioural changes, including an increase in rule-breaking, as a potential indicator that a young person may need early help.

This policy should be read alongside our specific peer-on-peer abuse policy and our anti-bullying policy. The school understands peer-on-peer abuse to include the follow behaviours:

- bullying (including online, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse (which may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment;
- causing someone to engage in sexual activity without consent;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- up skirting, which typically involves taking a picture under a person's clothing without their

permission

- initiation/hazing type violence and rituals (this may also include an online element)

In cases where behaviour is of a nature that it falls under the safeguarding policy, anti-drugs policy, anti-bullying policy or peer-on-peer abuse policy the procedures, practices and record keeping structures within those policies will be followed. In such cases referrals to other authorities, including the police, may be necessary.

### SANCTIONS FOR UNACCEPTABLE BEHAVIOUR

We do not have a sanctions-focussed approach. Through an assessment of risk we may remove certain activities until we are sure that a student is safe to take part.

Where negative behaviour has affected others, we will ask the student to take responsibility such as writing a letter of apology or replacing a broken item.

We encourage a sense of personal responsibility and students will talk through incidences and agree actions together with the staff members concerned.

We encourage a sense of empathy with those affected negatively by behaviours being very honest with perpetrators about the effect it has had upon them.

**We do not agree with restraint and do not use it, aiming instead to notice the early signs of anxiety rising. However, we will manoeuvre students away from danger by holding their shoulders and turning them. We will also block using our body if we feel that another child or staff member is going to be hurt. In extreme circumstances we may hold a child to stop them being in life threatening danger e.g running into a road.**

### MONITORING OF THIS POLICY

This policy is ratified by full EMAT meeting and is reviewed Annually.

This policy is constantly monitored on the ground by the DSL Team, Well-being Team and the SLT. Behaviour is a safeguarding issue first and foremost, the Chair of EMAT and all safeguarding EMAT members should monitor this aspect to a high degree on their visits. The Proprietor / Executive Head also monitors the use of this policy.

All staff have a responsibility to monitor their own practice and ensure they are following policies. They risk disciplinary action if policy is not followed. They risk criminal prosecution if their actions, as a result of not following policy, endangers the welfare of a child