Behaviour & Anti-bullying Policy

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Lime Trust supports the General Principles of the United Nations Convention on the Rights of the Child. We will put the best interests of the child at the centre of all we do and actively promote the key rights respecting values of non-discrimination, participation, safety and personal development. We believe that every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

Introduction and aims

The aim of this policy is to promote positive behaviour in order to establish an ethos where we, the adults in the immediate school community, can support and encourage students to learn, work and interact successfully together.

Lime Trust is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable students to realise their potential as individuals in society;

- providing equal access to a broad and balanced curriculum which:

1. Meets statutory requirements;

2. Reflects the cultural diversity of society;

3. Meets the needs of all students;

- Maintaining close contact with the home: making parents welcome in the school and to enable them to play a full part in the education of their young person.

To achieve this we, the adults, agree that:

- all students are of equal value and must be respected and supported appropriately;

- all students can demonstrate measurable progress in their learning

- all students can learn to behave in an appropriate manner.

We will do this through:

- creating an orderly and safe working environment where staff, students and parents can work together;

- taking care of the health and safety of every student;

- developing a consistent procedure and fair approach to managing behaviour and supporting each other to achieve this;

- developing a relevant and challenging curriculum which will enhance learning and self-esteem and which reinforces positive behaviour and high standards;

- developing a school environment which is an attractive and stimulating place.

Aims & Expectations (Success Criteria)
- Positive ethos and climate that supports ALL pupils is always demonstrated. We should plan what we do to fit the students' needs not to try to fit the students into what we do.
- High expectations evident throughout school with behaviour well-managed.
- Behaviour is consistently managed with planned strategies. Staff should not just react to behaviour. Plans should be in place to reduce risks and guide students to the appropriate behaviour.
- All work within the school meets legal requirements.
- The environment and staff interactions (e.g. tone of voice, body language used etc.) are carefully planned to reduce the need for the pupil's behaviour to be challenging.
- Staff are able to demonstrate competency and manage the behaviour confidently
- All guidelines within policy are consistently followed.

Roles and Responsibilities

The role of the class teacher and teaching assistants
The staff within the Trust have high expectations of the students with regard to behaviour and they strive to ensure that all students work to the best of their ability.

It is the responsibility of class staff to ensure that the aims and expectations of this policy are upheld in their classes.

The Class teams work together to ensure that consistent and positive approaches are in place to support the students. This consistent approach might take the form of Positive Behaviour Plans (Appendix A) accessible in their classroom.

All challenging behaviours in the school will be subject to multi-disciplinary consultation.

The purpose of this consistent approach is to identify concerns and triggers and develop targets and strategies that lead to positive behaviour. The expectation is that parents/carers are also involved in this where appropriate.

Sleuth is an electronic behaviour tracking system which records and analyses behaviour. The Trust believes that behaviour tracking is key to successful behaviour management.

The role of the Leadership Team
The leadership team of each school within the Trust are responsible for the monitoring of behaviour management and behaviour for learning in their own setting.
The leadership team will work with the class staff and families to develop strategies to support behaviour for learning.

It is the responsibility of the leadership team to ensure the effectiveness of this policy and the health, safety and welfare of all students in the school.

The role of the Academy Council
The Academy Council has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour under the guidance and support of the CEO and governors if appropriate.

The Role of Parents & Carers
We are committed to involve parents/carers in all aspects of their child's education including developing appropriate behaviour, good attendance and punctuality. If one of these is becoming a concern then the early involvement of parents or carers is crucial to demonstrate to the student that school and home are working together to help them develop a positive way forward.

Maintaining Confidentiality
It is important that a balance is kept between maintaining good channels of communication and the right of individuals to confidentiality. Matters discussed within the school team should not be discussed in front of, or with, visitors to the school who are not charged with care of the pupils.

Confidential reports relating to challenging behaviour will be kept in pupils' files, access to which is normally restricted to members of staff who are charged with care of that pupil / student and the parents / carers of that child.

Positive Behaviour Support
Positive behaviour is encouraged and supported by:
- High quality teaching and learning well matched to individuals
- An exciting and engaging curriculum based on personalised learning
- High quality role models of staff with a consistent approach by all
- An understanding of the impact of special educational needs on pupils learning underpinned by a comprehensive staff training programme.
- A recognition of the strengths of pupils which are rewarded following a whole school approach
- A total communication environment
- High quality facilities and resources
- High staff: pupil ratios based on individual needs
- Work in partnership with parents and other professionals
- In-depth knowledge of every child's strengths and level of development
- High quality and sustained staff training for all staff in teaching pupils with SEN.
- Advice and time from the leadership team

Examples of Positive Behaviour Strategies:

• Team Teach
• Reward appropriate behaviour following strategies such as praise, confirmation, reward charts, stickers.
• Identify and model appropriate behaviour
• Personalising the timetable
• Clear visual strategies including schedules, timers etc. 'Now and next' timetables
• Change of environment and activity e.g. use of sensory rooms, playgrounds, field, halls
• Divert, distract or change adults to diffuse
• Ignore redirect
• Acknowledging pupils need for personal space
• Use of sensory integration strategies
• Clear, simple language used with time to process and respond.
• Use of time out timer (maximum to three minutes)
• TEACCH
• The '5P Approach' ensures environments and educators are more responsive to the needs of pupils with the most complex behaviour.

Staff work closely with the Speech and Language Team (SALT) to support pupils with visuals tools and to create social stories and transition books for the pupils to support managing behaviour.

Strategies such as the Nurture Group support those young people who struggle emotionally and socially. Trained staff use tools such as the 'Boxhall Profile' to measure the impact of Nurture Group intervention on social skills, well-being and behaviour.

Environmental Resources

Sometimes pupils just need to move away from a busy environment to avoid possible triggers they know may lead to their behaviour escalating e.g. sensory over-load.

• We can use the sensory rooms, library, school hall, playgrounds, music room or even go out of school.
• Staff may ask a pupil if they want to move into the outside area if they recognise a sequence of behaviours that may lead to an incident in the event of an aggressive incident
• A pupil may be moved from a class base to the outside area if their Positive Behaviour Plan indicates that this is the safest least restrictive physical intervention.
• All rooms in school can be used for a variety of purposes including being able to teach pupils in small groups or individually.

Rewards

Each class needs to have an appropriate reward system.

We praise and reward students for good behaviour in a variety of ways:

• All staff verbally congratulates students

- We distribute rewards to students, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school

- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work

The school acknowledges all the efforts and achievements of students, both in and out of school.

Sanctions

Children do not misbehave just because they can. There is always a reason. The whole school approach should reduce these reasons or help to identify them.

Any behaviour strategies need to be understood by the pupil.

We should not remove routine drinks or food.

The removal of any normal routine activities within school must be agreed by teams and parents and be written in the Positive Behaviour Plan e.g. having lunch in class.

The safety of all pupils is paramount in dealing with challenging behaviours in and out of school. Challenging behaviours should be dealt with by staff keeping the following points in mind:

Interventions should always be initiated when challenging behaviours are causing injury (to the pupils themselves, or to other persons) and may be initiated when there is damage to property. Such interventions should be consistent with any behaviour support programmes in existence for particular pupils. Where there is no such programme, or the behaviour is unique, it is essential that any action taken follows the general principles laid down in this policy. Where possible, advice should be sought from a senior member of staff, but when that is not possible retrospective advice should be sought to ensure that the actions taken are either ratified or modified to bring them into line with school policy.

Members of staff may allow challenging behaviours not causing injury or damage to continue when that is in line with specific behaviour support programme or when it is a 'new' behaviour. In such cases it is essential that the environment is made a safe as possible and advice is sought from a member of the senior management team as soon as possible after that behaviour ceases.

Restrictive Physical Intervention
All staff should be aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage or guide a pupil and the use of force to restrict movement.

Restrictive physical intervention is the deliberate use of force by a member of staff to restrict a child's movement against his or her will. Restrictive physical intervention should be avoided wherever possible. Force must not under any circumstances be used as a punishment or in order

to humiliate a student. Everyone has a right to use reasonable force to prevent pupils from harming themselves or others.

Non-Restrictive Physical Intervention
Non-restrictive intervention will include physical contact in activities such as physiotherapy, PE & personal care, guiding a pupil by linking arms or placing a hand on their shoulder, guiding a pupil's hand to demonstrate as part of teaching process.

Use of TEAM TEACH
The aim of Team Teach is to promote de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. Positive Behavioural Support (PBS) approaches are entirely compatible with Team-Teach.

Staff only intervene physically to restrain children or to prevent injury to a student, or if a student is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of students. Staff use TEAM TEACH in an approach that uses physical intervention as a last resort.

Fixed term and Permanent Exclusions

The leadership team supports the staff by implementing the policy and setting the standards of behaviour.

Exclusion is used as a very last resort. The Headteacher has the responsibility for giving fixed-term exclusions to individual students.

'Statutory guidance to head teachers on the exclusion of pupils with statements of SEN and looked after children

22. As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. This includes pupils with statements of special educational needs (SEN) and looked after children. Head teachers should, as far as possible, avoid excluding permanently any pupil with a statement of SEN or a looked after child.
23. Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to looked-after children, schools should co-operate proactively with foster carers or children's home workers and the local authority that looks after the child. 24. Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with a statement of SEN or a looked after child it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's

SEN. Where a pupil has a statement of SEN, schools should consider requesting an early annual review or interim / emergency review.'

School exclusion - Publications - GOV.UK
https://**www.gov.uk**/government/publications/**school**-**exclusion**

Our response to bullying:

While the scope for bullying by some pupils within the Trust's individual settings is more limited than in mainstream schools, many of our pupils are more vulnerable, and it is accepted that some pupils are potentially capable of bullying.

Such things as deterioration of work, spurious illness, isolation, the desire to remain with adults and reluctance to come to school may be symptomatic of other problems but may also be early signs of bullying.

Staff will positively promote a no-bullying approach through:

- Being punctual for lessons and supervisory duties and being highly observant;

- Promoting self-discipline and good behaviour e.g. using praise to "catch potential bullies doing things right", reinstating favoured activities as a pupil makes progress;

- Praising co-operative and non-confrontational behaviour;

- Responding to and following up all incidents consistently;

- Offering the victim immediate support and dealing with the bully by instigating an appropriate BSP;

- Ensuring that all repeated or serious incidents of bullying are reported to the Head of Site and all injuries are reported to the Head through the Accident/Injury/ Incident forms if not also directly;

- Helping both the victims of bullying and the bullies themselves raise their self-esteem through activities that are designed to improve their standing;

- Discussing bullying in PSHE sessions, where group discussion is possible;

- Promoting relationships and opportunities for pupils to share concerns with adults.

Each school within the Trust will work together to consistently maintain high expectations and standards of behaviour.

Appendix A - example of a Positive Behaviour Plan

Individual Behaviour Management Plan

Pupil: Date:
 	
Desired Behaviour:
 	
    •
 	
    Persons responsible for implementing the plan:

Behaviour of concern: •
Hypothesis (why we think this is happening):   •
Intervention plan:
•
Follow up and review date:

Signed (Class teacher): …………………   Signed (Headteacher): ………………………..

Signed (Pupil/Parent): …………………   Date: …………………………………..