BEECH LODGE SCHOOL
Behaviour Policy

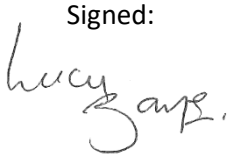
This policy should be read in conjunction with the following documents:
- Teaching and Learning Policy
- Anti-Bullying Policy

Signed:



Daniela Shanly
Proprietor

Signed:



Lucy Barnes
Headteacher

Date: March 2017

Throughout this document the terms "*pupil*" and "*child*" refer to any child attending Beech Lodge School, whether a full-time or part time student, or a child visiting Beech Lodge School for the purpose of assessment. Parents, carers and guardians will be referred to as "*parents*".

Introduction
The aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

It is a primary aim of our school that every member of the school community feels included and supported and that each person is valued, respected and treated well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is designed to enable all members of the school community to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

At Beech Lodge School, we aim to:

- Promote and support children to demonstrate a high standard of behaviour
- Promote self-awareness, self-control, respect for authority and acceptance of responsibility for our own actions
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment
- Provide a nurturing environment, using Dan Hughes' PACE (Playfulness, Acceptance, Curiosity, Empathy; see appendix 1) approach to foster appropriate behaviour.

Our aims, we believe, are achieved when:

- Clear expectations are agreed, understood and accepted through regular activities which define what is acceptable and unacceptable behaviour
- A school atmosphere is created which is consistent and caring
- Staff use the PACE approach in their interactions with pupils
- The choice to behave responsibly is placed on the pupil, and pupils are taught how to make responsible behaviour choices
- Pupils are provided with excellent role models
- Pupils and parents understand that inappropriate behaviour choices have consequences, which are applied consistently and fairly within the school in a calm and considerate manner

Principles for Behavioural Conduct

Following from the British value of democracy, Beech Lodge pupils have developed their own, agreed set of principles for behavioural conduct in school. These are:

- Respect yourself
- Respect others
- Respect the environment

General School Rules

All children are expected to follow the Beech Lodge Rules which are:

1. We follow adult instructions
2. We use words and actions that help and don't hurt
3. We respect other people and their property
4. We move safely and sensibly around the school

Beech Lodge School staff will do the following to help our pupils follow these rules:

1. We will make sure that you have heard us and will give you enough thinking time
2. We will help you to find ways to manage difficult emotions in an appropriate way
3. We will help you to keep the school tidy. We will give you a 5 minute warning so that you know that it is time to tidy up – this will help you learn how to look after your own and other people's property. We will give you your own box/peg to keep your own belongings safe.
4. We will give you plenty of time to get to where you need to be so that you don't have to rush. We will give you 5 and 2 minute warnings so that you know you need to tidy up and move back to the classroom. We will remind you and help you to keep calm so that you don't bump into things and/or people.

Class rules are agreed between pupils and teachers at the beginning of each academic year.

Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, should a pupil's behaviour whilst at school or on a previous visit give cause for concern, then a risk assessment will be carried out. Where challenging behaviour is due to a special educational need, appropriate support will be put in place. The school will endeavour to work in partnership with a pupil's parents and on occasions may request them to accompany their child on a visit.

Encouraging Appropriate Behaviour

Modelling

One way that children learn about both appropriate and inappropriate behaviour is by observing others. Children model their own behaviour on other people's responses therefore it is important that they are given the opportunity to observe positive role models.

Beech Lodge is committed to providing positive models for our pupils:

- Staff model appropriate, positive behaviour at all times
- Staff highlight pupils' appropriate behaviour to their peers, explaining why this was a good choice
- Older pupils are given opportunities to act as positive role models to younger children (e.g. having a position or responsibility or mentoring role)
- Pupils are given first-hand experience of a wide range of aspirational role models from outside of the school (e.g. inviting guests into the school, via work experience).

Encouragement, praise and positive reinforcement

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour, and encourage pupils who are choosing inappropriate behaviour to make different choices.

Positive reinforcement may take the form of:

- Acknowledgement of good behaviour
- Special mention in school
- Positive messages communicated to parents
- Individual rewards such as post it notes in the jar
- Class rewards such as a trip to the cinema
- Spontaneous rewards such as a trip to the local park following a successful morning
- More subtle forms of praise for pupils who find overt praise difficult to accept

Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- Create a positive school environment
- Increase pupils' self-esteem and self-efficacy (i.e. a Pupils' belief in their own capability to succeed within a certain situation or on a particular task)
- Promote a model for appropriate behaviour and positive relationships

Consistency of approach and the use of a common language to reflect this is essential; staff across the whole school are trained in, and adopt the PACE approach to maintain this consistency. The use of the pronoun 'we' in terms of relationships within school is a significant ingredient in securing commitment to the school ethos.

Corporal Punishment is not used at Beech Lodge School and force is never used as a form of punishment.

Inappropriate Behaviour

Safeguarding Duties

All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the School's Safeguarding procedures as laid out in the School's Safeguarding Policy. The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the School will consider whether support systems are needed to be put in place and whether liaising with external agencies is necessary or appropriate.

To be considered a safeguarding concern or allegation, it is likely that some of the following features may be found:

- **Physical abuse** - violence, particularly pre-planned; forcing others to use drugs or alcohol.
- **Emotional abuse** – blackmail or extortion; threats and intimidation.
- **Sexual abuse –** indecent exposure/touching or serious sexual assaults; forcing others to watch pornography or take part in sexting, unacceptable banter.
- **Sexual exploitation** – encouraging other pupils to attend inappropriate parties; photographing or videoing other pupils performing indecent acts.

For further information please refer to the School's Safeguarding Policy available on the school website.

Malicious allegations against staff

The Headteacher will decide whether to take disciplinary action in accordance with this policy where a pupil is found to have made false and malicious allegations against a member of staff.

Searching Pupils and/or their Possessions

When information has been received or there is a well-founded belief that inappropriate material has been bought into school, the school may carry out searches of pupils and/or their possessions. Only the Headteacher and authorised members of staff may conduct a without consent search of a pupil and/or their possessions. The school does not conduct intimate searches and only outer clothing will be required to be removed. The consent of the pupil will usually be obtained before conducting a search unless the Headteacher and authorised members of staff reasonably suspects that an item has been, or is likely to be, used to commit an offence or cause personal injury or damage to property. All personal searches will be conducted by a member of staff of the same gender as the pupil and in the presence of another member of staff. A search may also be conducted off school premises where the pupil is in the lawful control of the school. Items which may be searched for include any item banned under the rules of the school and any other item identified as such by law. If the item is an electronic device, the school may examine and erase any data from the device if the school considers there to be good reason to do so. Parents will be informed of any search conducted of their child and/or their child's possessions. The school will keep records of all searches carried out within the Behaviour Incident Log, including the results of the search and any follow up action taken.

Sanctions
When children choose not to follow the rules, **all** staff are expected to deal with them in a calm and consistent manner, adopting the PACE approach, and follow the stages of sanctions detailed in Appendix 2. It is important that pupils are supported to understand that inappropriate behaviour choices lead to consequences. Consequences of inappropriate behaviour must be presented to children as a choice. This places responsibility for behaviour on each child. Furthermore, we believe that children should always be positively acknowledged; it is the child's behaviour choices that are inappropriate, not the child.

- Sanctions can follow some time after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the child that their behaviour is inappropriate and that it will be spoken about later.
- Sanctions will never involve taking away a previously earned reward.
- Teaching staff will avoid any sanctions which lead to unnecessary shaming or humiliation of the child. We understand that such approaches are detrimental to the child's self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- The developmental age and specific needs of the child will be considered when deciding appropriate sanctions and sanctions will be individual to the child; we recognise that a 'one size fits all' approach is not appropriate for our pupils. Children will not be given sanctions that impede their future learning (e.g. asking a dyspraxic child who finds writing difficult to write lines).

After a child receives a sanction, it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.

In addition to the stages of sanctions, where appropriate, children will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

Persistent Poor Behaviour
It is expected that teachers and pupils begin each day afresh with optimism and encouragement for success.

If a child persists in making inappropriate behaviour choices then there are a variety of options that may be taken:

- The child will attend a behaviour meeting with the Class Teacher where a target for his or her behaviour will be set. The Class Teacher will work collaboratively with the pupil to identify any reasons, concerns or difficulties which may be leading the child to make inappropriate behaviour choices. The Class Teacher will then work with the pupil to address these issues.
- If after an agreed time there is no change in the child's behaviour, the child will attend a behaviour meeting with the Headteacher. At this time the Class Teacher will inform the child's parent/carer of the situation and share the child's behaviour target with them.
- If the child continues to make inappropriate behavioural choices, the Headteacher will arrange a meeting with their parent/carer to discuss their behaviour.

- The Headteacher may decide that it is in the pupil's best interests to give them some supported time away from their class, with a different year group.
- Where there is no improvement in behaviour, the Headteacher may impose a period of exclusion from school.

The school takes the sanction of exclusion extremely seriously and will make every effort to promote an improvement in a child's behaviour before this stage is reached.
The school has a strong commitment to inclusion. However, it is important for all parties to understand the consequences of consistently poor behaviour, including how it can affect a child's learning, the learning of their peers, and the health and safety of themselves and others.

Severe Clause
In cases of severe misbehaviour (fighting, vandalism, bullying including cyberbullying, threat of violence towards another pupil or adult, intimidation, physical violence) the child would not receive a warning. Instead a red card would be sent to the Headteacher and the situation managed by them. In these cases the parents would be notified of the incident by the Headteacher and informed as to what action was taken.

If a child is unable to manage themselves during break-times and is perceived to be at risk of harming themselves or others by not following adult guidance then they will be supervised 1:1 by a staff member.

Recording incidents
A Serious Behaviour Incident log is kept in the kitchen classroom at Home Farm and in the admin office at Blossom House. These are used to record serious incidents of inappropriate behaviour together with the sanctions given. This log is analysed half-termly by the Proprietor.

The Head and the Proprietor will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any current concerns. These will be shared with staff, parents/carers and Pupils.

The Role of Parents
Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school to promote good behaviour. The school is very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents. The school will ensure that parents are kept informed as to their child's behaviour at school, so that children receive consistent messages about how to behave at home and at school.

The School's Behaviour Policy is accessible to all parents/carers via the school website and parents and children are asked to sign a home/school agreement when enrolling at the school.

If the school has to implement sanctions against a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher.

The school expects all members of the community to adhere to the principles as set out in the Behaviour Policy and therefore to behave in an appropriate manner within school. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

March 2017
(Review date March 2018)

Appendix 1: Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

- **Playfulness** involves spontaneity, openness and exploration; have fun and share enjoyment with the child. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the child is less likely to respond with anger or defensiveness.
- **Acceptance** involves unconditional positive regard for the child. Accept the child's inner experience without judgement and make sense of why the child is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary criticise the behaviour, but not the child.
- **Curiosity** involves wondering about the reasons behind the behaviours, rather than being angry. This shows the child that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because…" to open up discussions with the child.
- **Empathy** involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the child's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

Examples of PACE used with pupils at Beech Lodge School

Situation: Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down.

Application of PACE:
P – Use playful language to de-escalate the situation. "Goodness me I really would rather you came down. Problem is that if you fall I will have to fill out a lot of forms and I'm a bit like you - I don't really like writing."
A - Accept that the child is experiencing extreme anxiety as a result of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel (e.g. "I can see that this has made you feel really upset"). Avoiding saying things like, "Oh it doesn't matter, don't be upset about a silly fall out."
C - Enquire and check what the young person's emotional experience is. "I wonder if you're feeling angry because of what X just said?"
E - Show that you understand that how difficult they are finding things. "I understand that this must be really difficult for you. I know that when I am feeling upset I just want to run away from everything."

Using PACE and a calm approach, the child's anxiety decreased and they came down off the fence. They went with an adult to the chill out room. Instead of imposing sanctions, once the child was calm, a discussion was had about the dangers of climbing the fence. The child was able to reflect on their behaviour and think of alternative things they could do next time (e.g. go to chill out room).

Situation: 14 year old pupil who feels extreme shame after being ‘told off’. This will result in her disengaging from adults and peers for an entire day, and prevent her from learning. We use PACE with this pupil to intervene early when we see that she is struggling. For example, during a tricky week for the pupil, the class teacher mentioned that she was having a difficult lesson to another member of staff. She was interrupting frequently, distracting others and making rude comments. She had refused to move seats and was not completing any work - one peer was particularly distracted and joining in. Another member of staff went into the classroom and said, "please can I just borrow X to do a quick job? I've got loads to do and X is so good at helping organise things". The pupil came out of the class and spent time with the member of staff in a different room, where her favourite band 'happened' to be playing on the music system. After 10 minutes or so the pupil was calm and the staff member used PACE to structure the conversation:

P: "What have you done with the girl who was being rude in the classroom? She must have gone home because you are being so helpful."
A: "I understand that lesson was really tricky for you. That must have been difficult."
C: (having noticed the pupil had not eaten anything at snack) "I wonder why you're feeling like this. Have you eaten today? I wonder if you might feel better if you ate something?"
E: "I think if I were you I would need a bit more time before being able to concentrate. Shall we stay here a bit longer and then start next lesson afresh?"

The staff team agreed that the pupil needed some additional adult support. At the end of the week we gave her time at the primary site with 2 of her favourite staff members to do art and crafts, and gave her a sense of worth and responsibility by asking her to help with the younger pupils.

Appendix 2: Stages of Sanctions

Stage 1	**5 minute loss of free time**	At the start of the year, a warning system is discussed and agreed within each class. Following 3 warnings from staff, 5 minutes of free time is lost: • An oral warning (stating clearly and calmly what behaviour you expect to change). • A second oral warning • A final warning
Stage 2	**15 minute loss of free time**	A further warning following a 5 minute loss of free time triggers a 15 minute loss of free time.
Stage 3	**Lunchtime or after-school detention**	Persistent poor behaviour throughout the school day leading to loss of more than 15 minutes free time will result in lunchtime or after-school detention. The following behaviours result in an immediate stage 3 sanction: • Damage to property • Ongoing malicious harm to others • Intentionally swearing at staff
Stage 4	**Internal or external exclusion**	Persistent and/or serious breaches of school rules. For example: • Bullying • Serious malicious behaviour towards staff or pupils • Safeguarding breaches • Fighting • Smoking at school
Stage 5	**Permanent exclusion**	Exclusion is an extreme sanction and is only administered by the Headteacher. The main categories of misconduct which may result in permanent exclusion include but are not limited to: • Repeated Verbal abuse to pupils, staff and others • Repeated physical abuse to/attack on pupils, staff and others* • Repeated inappropriate/sexual behaviour* • Repeated deliberate damage to property including vandalism and computer hacking* • Supply/possession/use of controlled or illegal drugs and solvents or their paraphernalia, or substances intended to resemble them* • Repeated possession of alcohol or tobacco • Supply of alcohol or tobacco • Blackmail, intimidation, racism or persistent bullying* • Serious actual or threatened violence against another pupil or a member of staff* • Sexual abuse or assault* • Carrying an offensive weapon* • Arson*

		• Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour • Other serious misconduct by a pupil or parent (by association) which affects the welfare of a member or members of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises. ** At Beech Lodge we take our Safeguarding responsibilities very seriously. These areas of misconduct are dealt with in line with our Safeguarding Policy and Procedures.*

Continued poor behaviour

- The Class Teacher will work collaboratively with the pupil and parents/carers to identify any reasons, concerns or difficulties which may be leading the pupil to make inappropriate behaviour choices. The Class Teacher will then work with the pupil to address these issues.
- If after an agreed time there is no change in the pupil's behaviour, the pupil will attend a behaviour meeting with the Headteacher.
- If the pupil continues to make inappropriate behavioural choices, the Headteacher will arrange a meeting with their parents/carers to discuss their behaviour.
- The Headteacher may decide that it is in the pupil's best interests to give them some supported time away from their class, with a different year group.
- Where there is no improvement in behaviour, the Headteacher may impose a period of exclusion from school.

Appendix 3: Physical Restraint

Corporal Punishment is not used at Beech Lodge School and force is never used as a form of punishment.

Objectives:
Physical restraint of a pupil may be necessary in order to:

- maintain the safety of pupils and staff.
- prevent serious damage to property.
- prevent serious breaches of school discipline.

Minimising the need to use force
The use of physical restraint is not part of the disciplinary/class management process – it is an emergency response, albeit a considered one, to an exceptional situation. An assessment of the risk to the pupil, to other pupils, to the responsible adult, or to property, must be made in such circumstances. Staff should consider the following when planning to work with Pupils:

- Create a calm, orderly and supportive class climate that minimises the risk and threat of violence of any kind.
- Develop effective relationships between pupils and themselves that are central to good order.

The school has developed the use of The Fagus programme in order to support Pupils in developing skills such as managing strong feelings.
The school is also proactive in providing training and support for staff to encourage and develop positive behaviour management.
Team Teach training is updated on a 3 year cycle. When practicable, staff will warn a student that force may have to be used thereby giving them an opportunity to review their behaviour.

Staff authorised to use force
Individual staff have statutory power to use force by virtue of their job. However, wherever possible, senior staff should be summoned to at least support a member of staff who deems it necessary to use physical means of control. It is preferable that staff should have received Team Teach training before using any physical force. Those staff working closely with Pupils with SEN and/or disabilities may need specific training as the need arises.

Deciding whether to use force

- Staff should have grounds for believing that immediate action is necessary in self-defence, because there is imminent risk of injury, a developing risk of injury, significant damage to property or to prevent other criminal offences. The risk of injury may be to the pupil, to other pupils, or to a member of staff/the public. ***The law recognises that a reasonable use of physical force in self-defence to prevent injury is appropriate.***
- ***Staff are not expected to restrain a child if by doing so they put themselves at unacceptable risk of injury.***
- "Allegations against Education Staff on Child Abuse" confirms that there is no legal definition of "reasonable force". ***Therefore any physical restraint is unlawful if the circumstances do not warrant it.***
- It is recognised that staff will have to decide whether attempting physically to restrain a pupil will improve or exacerbate the situation. A difficult situation may be worsened by

attempts at physical restraint when dealing, for example, with some pupils with particular special educational needs.

- ***Physical restraint should only be used as an exceptional measure when a pupil is placing her/himself or others at serious risk of harm. It should only be used when verbal comments do not control the unacceptable behaviour.***

Using force

- Clearly it is not always possible to secure the presence of other staff before applying restraint but every possible effort should be made to do this. ***It is preferable that a member of the Leadership group should be the person who restrains the pupil.***
- Only the minimum force necessary to prevent injury or to remove the risk of harm should be applied and. If used, this should be accompanied by calmly letting the pupil know what s/he needs to do to remove the need for restraint. Consideration needs to be given to the age, sex and understanding of the pupil in question.
- Staff must be careful about how they restrain pupils
- ***Physical restraint should be an act of care,*** not of punishment or aggression.
- As soon as it is safe to do so, restraint should be gradually relaxed to allow the pupil to gain self-control.
- Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate risk to the pupil or other individuals.
- Any use of physical restraint must be recorded ***and the parent/carer must be informed by the Headteacher***

Staff training

This should be planned for on a year by year basis. All staff, ideally, should receive Team Teach training which needs to be updated on a three year programme. The Inclusion Officer should also ensure that any SEN and/or Pupils with disabilities who may need to be restrained have IEPs clearly updated and that staff involved with them are aware of their needs.

Recording incidents

Clear, careful recording is very important. It is also important that any staff who assisted with the restraint, or who witnessed it, should also provide a report. All reports must be given to the Head and kept confidentially and not on the member of staff's personal file.

Reporting incidents

All incidents of physical restraint must be reported to a senior member of staff. They must also be reported to parents/carers by an appropriate member of staff.
All incidents of physical restraint must be reported to the member of staff with responsibility for Child Protection and in turn reported to The Proprietor.

It may also be appropriate to report the incident to external agencies involved with the student and or their family.

Post-incident support

Staff who have been involved in physical restraint may feel distressed or upset, and should be given time to regain their composure before resuming duties. They should be offered the

opportunity to reflect and discuss the incident with colleagues and managers as soon as is appropriate. Staff may also require access to further counselling and support.
Pupils involved in the incident, possibly as witnesses, may also need appropriate support. Their parents/carers will need to be contacted. Advice may need to be given with respect to rebuilding relationships.

Complaints and allegations
Any complaints arising from incidents should be dealt with in line with school complaints procedures.

Monitoring and review
This policy should be reviewed on an annual basis. It should be reviewed in the light of incidents that may have occurred during the previous twelve months and any training needs that arise should be actioned.

Further Information
This can be obtained from the following website:
http://publications.teachernet.gov.uk

Revised Guidance on the Use of Force to Control or restrain pupils
http://team-teach.co.uk

