School Behaviour Policy

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Page: 1 of 8

THE WRITE TIME
your future starts now

Introduction Purpose and Scope

This is a policy for use within services operated by and delivered under the auspices of The Write Time AP and employees of the organisation. The Write Time AP supports young people in a range of service settings, and aims to engage them in education, leisure and lifestyle opportunities.

The purpose of the policy is to;

- Provide a positive and proactive framework for supporting young people who may be at risk from exhibiting behaviour that may be regarded as 'challenging'[1].
- Define and articulate the values and principles of the organisation.
- Ensure the health & safety, security and welfare of the young people supported by the organisation and the employees of the organisation.
- Provide a framework for employees and enable them to dispense their duty of care accordingly.

The Write Time AP believes in providing services for young people, in which they feel safe, secure and in an environment free from abuse, bullying, and violence.

The Write Time AP believes that young people have a right to the lives they wish for and the opportunity to maximise their potential.

The Write Time AP believes in working with young people in a positive and proactive manner, it believes in fostering appropriate adult-young person relationships in which young people feel valued as a partner.

The scope of this policy is to address needs within The Write Time AP. All staff working within the organisation have a responsibility to be aware of this policy and dispense their care towards young people, colleagues and the public in accordance with the principles within it. Partner organisations will be made aware of this policy.

Prevention of critical incidents and appropriate support of individual young people are paramount to The Write Time AP. Effective individualised support of young people can prevent challenging behaviour and reduce the likelihood of incidents escalating. The Write Time AP adopts a graduated response in relation to behaviour support and management. **Restraining people is not part of The Write Time's values**. **The use of restrictive physical intervention is viewed as an absolute last resort response (in line with KCSiE 2018)**; see Part 2 of this policy (Behaviour Management Policy Implementation' for further details). Staff will receive training in behaviour management with a focus on deescalating physically volatile situations. This is solely to remove feelings of potential vulnerability in worst case scenarios.

To reflect the principle that The Write Time AP believes that emphasis must be afforded to the welfare and rights of young people and the belief that positive behaviour support is the most effective way of working with children. The Behaviour Support Plan will focus on the positive behaviour support.

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[1] Although there is much debate regarding the exact definition of challenging behaviour in schools, it can be broadly defined as aggressive behaviour, physically disruptive behaviour, socially disruptive behaviour, authority challenging behaviour, and self-disruptive behaviour. For an in-depth overview of challenging behaviour in schools and post-sixteen education please see the DfE publication 'Pupil Behaviour in Schools in England'.

Part 1: Positive Behaviour Support

Section 1: Values & Principles

1.1 The Write Time AP believes that it provides excellent opportunities to individual young people through:

- Appropriate assessment and effective support
- Individualised packages of education, support and inclusion
- Flexible approaches to educating and supporting young people
- Aiming to enable each young person to achieve their full potential
- The development of appropriately trained staff
- Involvement and discussion with young people and their families or carers
- The development and delivery of a unique ethos laid out in The Write Time's Curriculum Policy

1.2 In order to ensure the students and staff are in a safe learning environment at The Write Time students are expected to "treat others as they would like to be treated" and are also given five rules to follow:

- No Violence
- No Theft
- No Bullying
- No Drugs and Alcohol
- No exclusive internal or external relationships

1.3 Young people are expected to sign and adhere to a group agreement concerning their attitude, behaviour, and attendance. The young people revisit and discuss the agreement at different points throughout the year and where possible agree on appropriate consequences for breaching the agreement.

1.4 There is an expectation that:

- Managers and staff are aware of this policy and operate within the guidance associated with it.
- Managers and staff are aware of national initiatives and guidance and operate within guidance as it is offered by the relevant agencies
- There is a process for assessing and managing risk in the context of behaviour management
- There are robust recording and reporting systems, these systems must be current and all staff should make good and appropriate use of them
- In all circumstances people have access to appropriate support following an incident. This includes The Write Time APs staff, young people, visitors and others who may have witnessed an incident which has an effect on them

1.5 All young people should have access to:

- Appropriate support
- Education and the curriculum
- Opportunities to maintain interests and develop new interests
- Appropriate opportunities for sustaining and developing a range of relationships with other children and young people, their families and friends
- Documentation in a format they understand and articulate a preference for
- Information that is accessible
- A service that is sensitive to culture, ethnicity and spiritual needs

1.6 The Write Time AP supports many young people who have a variety of needs. We offer support based on need with due regard for gender identification, sexuality and sexual expression, cultural background, and spiritual expression.

Section 2: Behaviour Support and Change

2.1 Behaviour support and change is achieved by ensuring that The Write Time AP works positively and proactively with young people. For this to be achieved staff will view behaviour in the wider context and understand that:

- Behaviour is experienced, expressed and used within the context and dynamics of human relationships
- Behaviour is used to communicate unmet need
- Human behaviour can be experienced and expressed through a range of emotional expressions, all of which are observable
- Most human behaviour is acceptable within certain environmental constraints, it is most often the environment that increases risk or social consequences as a result of the behaviour
- It is often the environment that creates behaviours which are viewed as socially unacceptable by others
- Some young people will have experienced environments in which a range of behaviours may have been supported as appropriate and reinforced by adults in their life

2.2 The Write Time AP will:

- Identify personal and environmental factors, which impact on individual young people
- Assess the reasons why a young person may use particular challenging behaviours and the function the behaviour(s) serve for the individual
- Ensure that strategies and approaches are developed that help to prevent and reduce challenging behaviour wherever practical
- Ensure access to appropriate professional support for young people
- Enable access to services and support on an equal basis for all young people
- Actively develop opportunities for inclusion where practicable and appropriate
- Monitor and evaluate behaviour and continue to review interventions accordingly
- Develop individual Behaviour Support Plans

2.3 Prevention will be achieved by:

- Holding positive views of young people and building on the relationships valued by the individual
- Weekly, and where necessary daily, positive reporting of behaviour and academic performance to parents to affirm positive behaviour.
- Educating students about Choice Theory and helping them to reflect on this in their daily life inside and outside of school.
- Developing appropriate positive relationships with young people based on appropriate values base and professional boundaries
- Creating an environment in which young people feel safe and secure
- Ensuring staff have the appropriate skills to effectively support young people through training and Insets i.e. Choice Theory Training, SEND training etc.
- Supporting young people, as far as is possible, to understand their behaviour and learn alternative ways of expressing themselves or achieving their desired aim (basic need) through alternative methods.
- Including, involving, listening and taking account of the views held by the young person

- Ensuring staff have clear guidance and appropriate skills
- Recognising the personal indicators exhibited by individual young people when they are having difficulty in managing their emotional state or are reaching crisis
- Identifying previously successful diversion and de-escalation strategies, these must be incorporated in to the individual Behaviour Support Plan
- Identifying emerging risk indicators and ensuring there is a written record of appropriate interventions

Section 3: Risk Assessment

3.1 When assessing risk, the following must be considered:

- The environmental context of the behaviour and the relative effect this may have on the element of risk and potential outcomes of the behaviour
- Personal vulnerability factors affecting individual young people and the impact this may have in contributing to their behaviour and how they express themselves
- The probability of emerging risk and the seriousness of potential outcomes
- How preventative and proactive measures may effectively reduce the level of risk

3.2 All young people who have Behaviour Support Plans must have an appropriate written behavioural risk assessment which dovetails with the written Behaviour Support Plan and details:

- The targeted behaviour(s)
- The environments in which the behaviour is displayed
- The objective assessment of the level of risk the behaviour presents to the person and/or others
- If possible an identification of who is at risk
- Risk reduction strategies which may require The Write Time AP behavioural interventions
- Short and long term goals of the risk reduction strategies
- All details of Behaviour Support Plans are to be recorded on schoolpod under Student/ Notes/ BSP

3.3 If the risk assessment indicates that it may be necessary to use physical interventions as part of a planned behavioural response due regard must be given.

Section 4: Reporting and Recording

4.1 It is important that in achieving consistent standards of support, staff use appropriate reporting and recording tools. The Write Time AP has a robust set of appropriate reporting and recording tools. This will enable staff to record:

- The context of the incident, time of day, location, environmental issues
- Who was present including other young people staff, members of the public or family members
- Type of incident and relative risk
- Antecedent factors, what happened before the incident
- What alternative actions had been tried to prevent the escalation of the incident
- How the behaviour was effectively managed and the outcomes of the situation. Positive outcomes should be recorded to inform Behaviour Support Plans
- Any debrief action for the young person, staff who were involved and any witnesses to the incident both young people or adults

As of September 2017, The Write Time has invested in a bespoke MIS system for the support of our educational and social values. All key incidents (both positive and negative) will be stored on our MIS, making data extraction simple yet effective for both delivery staff, management, and external inspectors.

Summary

This document is set in two distinctive parts with emphasis on Part 1: Behaviour Support and Management. In the development of this policy The Write Time AP has strived to reflect principles of:

- Mutual respect for young people, colleagues and others who come in to contact with the service
- Employing a full range of strategies and support for young people
- Enabling opportunities for meaningful communication and interaction
- The creation of a positive environment for all
- Delivering a full curriculum to young people that promotes skills, motivation and learning opportunities
- Promoting an ethos of positive behaviour support that leads to a reduction in the use of restrictive physical skills
- Promoting an environment which is safe for young people and employees
- The Write Time AP holds paramount the rights of young people to feel safe, secure and free from any form of abuse and bullying

Part 2. School Behaviour Policy Implementation

Introduction

Young people who access The Write Time often have multiple and complex needs. Anti-social behaviour may well be a feature of their lives to date. The Write Time's Behavioural Management Policy is based on the concept of positive reinforcement. At the heart of the Policy is the principle of respect for oneself and others, involving a range of strategies and techniques which are supported by verbal and positive communication. The approach is exemplified by The Write Time's ethos of not using physical intervention. However, should there be a situation where a young person is at risk of seriously injuring themselves or others then the use of limited physical intervention by appropriately trained staff as a last resort may be appropriate, but only when all non-physical approaches have been exhausted.

Strategy

The Write Time aims to turn difficult and disruptive behaviour into more positive attitudes and socially appropriate behaviour.

The Write Time's approach to behaviour management has several key strategies:
- Build a strong rapport with each students and sense of family as an organisation
- Appropriately assesses needs and identify and effective support
- Individualised packages of education and support
- Clear and appropriate boundaries
- 1 member of staff in every class room with a mentor or Senior leader always available for additional support if required.
- Enthusiastic curriculum delivery
- Enabling each young person to set meaningful goals in line with their potential
- The development of appropriately trained staff
- The continuous involvement of parents/carers
- The embedding of the Choice Theory and Reality Therapy ethos to become and outstanding world class "Quality School".

The Write Time assessment requires staff to record a student's involvement with other agencies such as Social Services or YOTs.

All staff are required are required to record evidence of the following types of behaviour:

- Bullying
- Violence
- Inappropriate sexual references
- Inappropriate sexual verbal communication
- Substance misuse
- Self-harm
- Group disruption
- Verbal aggression

The weekly personal tutorials serve also to monitor behaviour and address problems as they occur by discussing and recording the appropriate actions required. Tutors must communicate with parents on a weekly basis at the minimum of twice a week to report on behaviour attitude.

Behaviour issues need to be dealt with promptly by all staff that come into contact with young people. Regular contact is maintained between The Write Time staff, students, parents and carers.

Home visits should be made at least once per year to provide insight, advice and support. This will also be carried out to create opportunities for discussion about school expectations an hopes or each student holistically.

Where there are persistent or serious concerns over a student's behaviour The Write Time works with other outside agencies. These may specialise in issues such as substance misuse and anger management, etc. Visits to households will be more frequent than annually if any safeguarding concerns arise.

Choice Theory - Behaviour Management Strategy

The Write Time works on the premise that any behavioural incident will have the following elements which appear in a linear sequence.

The ABC elements are:
A - Antecedence - the trigger.
B - Behaviour - positive or negative.
C - Consequences - positive or negative.

Based on the understanding that all behaviour is carried out in order to fulfil a need, element A will be explored with the student together with a member of staff. The basic needs highlighted should also be identified.

All staff should have access to the underpinning information which will enable them to understand the ABC process and employ the appropriate behaviour management responses.

As a result of this process associated with any incident, the following should occur:

- Setting and implementation of appropriate learning consequences (Not punishments. Consequences are decided upon with consideration of our Choice Theory learning consequences approach).
- Consequences should suitably challenge students to move out of their comfort zone but not into a zone of complete fear.
- Debriefing to staff, young people and the line manager
- Completion of forms on school pod: Incident Report Form, Accident Report Form, Intervention form.
- Appropriate information sharing internally
- Liaison and feedback to referring agency

For serious incidents, the Head teacher or deputising member of staff must adhere to the learning consequences set out in The Write Time Agree mentor agreed by the staff team in unique situations.

Behaviour with Reference to External Provision

Responsibility for the behaviour of students when in a mainstream setting lies with that particular educational provider, agency, its staff and The Write Time's AP Provision Manager. Students are subject to the disciplinary code applied to all students within the external providers setting in collaboration with this policy.

Incident Procedure

- Report from external agency staff to Headteacher
- Headteacher to investigate report.
- Discussion with external agency staff as to appropriate action.
- Home visit, parents/carer notified by project manager if appropriate.
- Action Plan to re-engage young person.
- Action Plan and SMART goal set by Headteacher.
- Action Plan agreed by all parties.

Further Action

- Review of Action Plan (behaviour) on needs basis (daily, weekly, and monthly) with young person external agency staff and project manager.
- If further action is required, the student will then follow the external agency disciplinary procedure. If exclusion is the result, The Write Time will attempt to provide an alternative education provision elsewhere.