

# PHOENIX COLLEGE



# BEHAVIOUR POLICY

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## Guiding principles and aims

### What is the role of staff in relation to behaviour?

The primary function of staff is to **enable young people to develop their self-regulation** so that their disability, difficulty or Neuro type does not negatively impact their future goals (the things that are important to them) or make other people victims of their behaviours

### Tests for decision making

We will know the quality of education and the impact of this policy is right in our school where:

- **Young people know more and remember more from their unique starting points as time goes on**
- **Their difficulties and conditions do not impact negatively on their daily life and learning or that of others**
- **Our behavioural education supports them to reach meaningful, ambitious and co-produced end points**

When planning to help young people demonstrate pro-social behaviour and when planning to minimise difficult or dangerous behaviour **staff should work like they are teachers and enablers not controllers or punishers**. Our young people are with us because they have difficulty regulating their behaviour and demonstrate anti-social behaviours both internalising and externalising. They are unlucky and often have significant mental health difficulties. **Any work we do and any decisions we make should make our young people luckier, more supported and less vulnerable.**

We accept some behaviours are difficult for us as professionals; however, the impact of these difficulties is far greater on our young people whose differences make them highly at risk of poor mental and physical health, criminality, worklessness and lower mortality than their peers. School failure is significantly traumatic and will increase vulnerability to the factors above. We will therefore always work hard to find solutions and keep working for our young people. Staff at phoenix need to be able to absorb and refocus anti-social behaviour so should seek support if they are suffering from poor physical and mental health.

### Principles of therapeutic approaches to behaviour and inclusion

- We adopt a therapeutic approach to managing behaviour and inclusion. This means that school **policy and day to day practice are designed to provide positive experiences for our young people, that create sustained positive feelings** that lead to pro-social behaviour development
- All young people, regardless of race, gender, religion, sexual orientation, ability and disability, have the right to learn in a safe, caring, nurturing and supportive environment
- All staff are responsible for following policy
- we plan the curriculum, grouping, teaching and staff interactions to ensure that our environment is therapeutically healthy

### Therapeutically healthy actions:

- ✓ are based on research, analysis of individuals' behaviour and careful planning
- ✓ Provide a protective or educational consequence for anti-social behaviour

- ✓ provide positive experiences and so drive positive feelings in all people within the dynamic
- ✓ Over time develop internal motivation to repeat pro social behaviour

### **Therapeutically lazy or harmful actions**

- ✓ Use behaviourist approaches of reward and punishment to manipulate and control behaviour. This includes the use of threat, fear, shame and extrinsic reward as bribery
- ✓ Drive negative feelings and or anti-social behaviour for individuals or groups within the dynamic
- ✓ They don't protect, educate or prevent the behaviour happening again and drive negative feelings in individuals or groups in the dynamic

### **The aim of this policy is to support our students to develop pro social behaviours and self-regulation.**

- Some examples of the pro social behaviours we are trying to develop in our young people are listed below:
  - ✓ Active listening
  - ✓ clear communication of needs
  - ✓ self-regulation and self-discipline,
  - ✓ Willingly following appropriate instructions
  - ✓ negotiating
  - ✓ managing learning independently
  - ✓ being able to disagree with someone assertively but not aggressively
  - ✓ resisting peer pressure
  - ✓ Respecting their body and other people
  - ✓ respecting the rights and property of others,
  - ✓ Accommodating to others needs (e.g. Turn taking)
  - ✓ Acting on recognised etiquette (e.g. respectful language)
  - ✓ Taking personal responsibility and control for one's own actions,
  - ✓ Keeping promises and honouring commitments
  - ✓ Acting considerately towards others and with empathy
  - ✓ Being tolerant
  - ✓ Respect for the environment
  - ✓ Helping those less fortunate and weaker than oneself
  - ✓ Challenging and reporting anti-social behaviour
  - ✓ Managing risk
  - ✓ developing internal controls

### **Therapeutic approaches to behaviour and inclusion staff expectations**

#### **Relationships**

- Positive modelling from staff is expected as young people need to learn from adults who can self-regulate, manage their emotions and respond consistently.
- positive relationships are key to supporting our young people to develop pro- social behaviour because trust, encouragement, praise and positive modelling are required to develop young people' confidence, self-esteem and willingness to try out new ways of being
- Relationships need to be actively worked at by staff and there is an expectation that for all young people staff teach they will:
  - ✓ Get to know young people's views and preferences during lessons, informal social times and through conversations with parents and carers

- ✓ Take an interest in things that are important to the child
- ✓ Speak respectfully at all times to the child which means being calm, using positive language and using tone and intonation appropriate to the situation.
- ✓ Talk to young people outside of their personal space
- ✓ Smile and greet all young people
- ✓ Meet with young people following any incident to unpick issues and plan with the child how to reduce the likelihood of this happening again
- ✓ Corrective communications should coach improvements in performance (either behavioural or academic) rather than bribing with reward or threatening punishment
- ✓ Always model personal behaviour that is appropriate for the workplace
- ✓ Over reliance or dependence on one adult if it persists beyond the short term can be therapeutically harmful. Staff should work together to ensure this is minimised
- ✓ Never seek to create an attachment which is intimate and competes with the attachment to key adults such as parents, siblings and friends
- ✓ Not collude with young people in rule breaking behaviour

### **Classroom environment**

- The classroom environment gives clear messages to the student about the extent to which they and their efforts are valued. Classrooms should be organised to develop independence. Staff must keep classrooms tidy. At the end of every day classroom teams must:
  - ✓ remove ripped or spoiled items from display/ surfaces and replace so that the classroom looks nice for the following day
  - ✓ report any damage
  - ✓ Put away resources and replenish stocks so that young people can access them the next day. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Furniture should be arranged to provide an environment conducive to on-task behaviour given the needs of the young people using it

### **Organisation of teaching, learning and assessment**

#### **How we plan**

- We believe that an appropriately structured lesson contributes to good behaviour. The experiences we plan and provide for young people should be carefully designed to make pro-social behaviours more likely.
  - ✓ All staff must plan experiences in and out of the classroom. Planning, teaching and assessment must take into consideration the following
  - ✓ Planning scaffolds around individual need and starting points (see student passports), help to avoid the shame, alienation, over stimulation, anxiety and disaffection which can lie at the root of anti-social behaviour
  - ✓ Staff must use this knowledge to consider how the activity will make individuals feel. Where this is positive we are more likely to get pro- social behaviour. where we are careless in our planning we are more likely to encounter anti-social, difficult and dangerous behaviour
  - ✓ Many of our young people are academically capable but lack the confidence to contribute to activities that threaten their self-perception. Staff need to ensure that challenging work is provided but that scaffolds are available to limit threats and fears about “failure”.
  - ✓ All staff are expected to plan sequences of lessons that help young people learn and

remember the knowledge necessary for them to meet curriculum goals for the term.

### **How we teach**

- The way we teach needs to reduce cognitive load and ensure young people have opportunities to retrieve knowledge from their memory as research has shown that these teaching approaches support young people with attentional and sensory processing difficulties. They also support knowledge development in the long term memory. Staff should make themselves familiar with research in these areas and use these techniques in their teaching; Delivery should
  - ✓ reduce cognitive load
  - ✓ give opportunities for practice, repetition and over learning
  - ✓ give opportunities for pupils to retrieve what they have learned
  - ✓ It is important that key knowledge is shared with young people at the beginning of each term. Knowledge organisers will show the key facts, vocabulary, methods people and places that will be taught over the term.
  - ✓ on-going individual quizzes and end of unit tasks will be used to assess if young people have learned and remembered this knowledge each term
- these research based approaches will form the basis of our discussions and training with task and our monitoring of teaching quality

### **How we feedback**

- Marking and record keeping will be used both as a supportive activity, providing feedback to young people on their progress and achievements, and as an indicator that the student's efforts are valued and that progress is important.
  - ✓ We expect that individual and personalised verbal feedback is given in every lesson.
  - ✓ We expect that written work is marked as per the school policy. Young people that are sensitive to feedback will have specific scripts written into their plans.
  - ✓ In class support from TAs is given on a least to most principle. The aim of support is to enable a child to be as independent as possible. MITA training outlines strategies and scripts for support in classrooms. This should guide interactions about learning and behaviour

### **Encouragement and praise**

- Our approach to creating a positive ethos within the College is to treat young people positively, by praising them, offering them encouragement and acknowledging their achievements. We will ensure that young people know that their, individual gifts and talents, effort, achievement and good behaviour are recognised and valued. We do not bribe young people but recognise that some will need short term incentives to motivate them. Some young people also greatly value concrete evidence of successes. The following may all be used as part of a passport or therapeutic plan:
  - ✓ Parents informed of good work through phone calls or text messages home and postcards home
  - ✓ Certificates of achievement
  - ✓ Attendance rewards
  - ✓ Praise in class, in assembly or by the Leadership team for good work or behaviour
  - ✓ Share good work with another class or member of staff
- use of the above will be carefully considered in terms of:

- ✓ how it makes the individual and others in the dynamic feel
- ✓ if it is likely to generate pro-social behaviour
- ✓ unintended negative consequences
- ✓ staff will avoid praising actions and activity that do not represent progress for the child

## **Managing anti-social, difficult and dangerous behaviour**

### **Philosophy and staff training**

- As a result of their SEND and or mental health issues our young people will at times find it difficult to self- regulate and or moderate their behaviour. At times their behaviour will have sub conscious drivers and at others conscious drivers. Sometimes behaviours will be as a result of both conscious and sub conscious drivers.
- All staff are trained in Therapeutic approaches to behaviour. This supports them to understand behaviour, analyse when, where and for whom behaviour challenges and supports staff to apply consistent plans
- All staff are trained in 'Team Teach'. <http://www.teamteach.co.uk/about-team-teach> Team Teach training has a focus on de-escalation but also provides training on restraint. This is used proportionally and only when absolutely necessary to prevent significant harm to individuals or damage likely to cause harm.
- All staff are trained in Trauma Informed Practice. This helps professionals understand the long term impact of adverse childhood experiences and helps them plan curriculum experiences that work to reduce barriers and mitigate some effects of early trauma.
- Training is designed to increase staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.
- Behaviours will often be slow to change because negative feelings and associated behaviours are resilient. Staff will often need to work consistently over long periods of time to affect change. This means agreed plans must be applied until changes are agreed by the Head or Deputy

### **Therapeutic plans**

- Therapeutic plans are established for all of our young people with dangerous behaviours.
- **These must be read by all staff so that absolute consistency is used around the management of each child's anti-social behaviour.**
- Therapeutic Plans are written by the senior team following consultation with young people, their family, key staff and other involved professionals
- They are based on thorough analysis of information available about the child this includes:
  - ✓ knowledge of starting points
  - ✓ knowledge about what is important to and for the young person
  - ✓ information from EHCP and annual reviews
  - ✓ discussion with young people and parents/carers
  - ✓ Information from analysis tools
  - ✓ Information from risk assessments

### **Consequences**

- Anti-social behaviour occurs as a result of negative and resilient feelings. We do not

believe that punishment will improve feelings and is not therefore effective in reducing anti-social incidents. However, it is essential that our young people recognise that anti-social behaviour will only be improved through the application of protective and or educational consequences

- To be useful these must be individualised and specific
- **Protective consequences** are put in place to ensure that anti-social behaviour does not negatively impact on other young people. These are usually necessary where young people are unable to control their behaviour and are not engaging with support. These are designed and managed by SLT and may involve changes to individual timetables, groups and activities
- **Educational consequences** are put in place to help young people learn something that will make the behaviour less likely in the future. **IT IS NOT A PUNISHMENT AND MUST PROVIDE A LEARNING OUTCOME**
- Consequences will be decided as part of a Therapeutic plan where behaviours are dangerous, where they are difficult staff will be expected to work with each other and young people to determine what will help and reduce future occurrences. Staff should ensure that consequences are not ever confused with punishment
- **Every child will need a different approach in helping them learn new pro-social behaviours. Staff will need to think about what the child needs to know, practice and remember when planning what to look at, talk about and do as part of an educational consequence**

#### **Activities might include**

- Reflection on their behaviour the decisions they made; thinking about what other choices are available to ensure positive responses/behaviour in the future.
- looking at on line information about the issue or talking to another professional by phone or in person (e.g. a smoking cessation nurse)
- working with staff to order replacement items, review budgets and or consider work schedules
- Making right damage or graffiti with a member of staff
- taking part in a community activity to make a positive contribution
- Catch-up with work missed once calm
- listening to on line testimony about the impact of anti-social behaviours such as bullying and discussing with staff
- researching the law or health implications of behaviour with staff
- meeting people involved in harm reduction

#### **Dangerous behaviours**

- These are behaviours that cause significant harm to others or the child themselves and or create damage that causes a significant risk to health and safety (**usually there will be evidence that harm requiring medical intervention has resulted in the past**)

#### **Dangerous behaviours include**

- Physical harm to other young people e.g. hitting, punching, kicking, scratching, tripping, spitting, biting, hair pulling.
- physical harm to adults that requires first aid and or assessment by a medical

professional

- Self-harming that requires first aid and or assessment by a medical professional
- use of and or selling of drugs on site as this is likely to cause intoxication, involve young people in contact with unsafe adults and is illegal
- refusing to hand in when requested prohibited materials including any form of drug (including medicines), tobacco, matches, lighters, stolen goods and any instrument that could be construed to be a weapon. SLT will liaise with police immediately to seek advice about storage, disposal or return of prohibited items and parents will always be visited at home by SLT at the earliest time to discuss with the child and parents and get the appropriate help in place

### **Reducing dangerous behaviour**

- Staff at Phoenix College are trained to manage these types of incident using a range of de-escalation and rarely, where absolutely necessary physical intervention strategies.
- Where young people have demonstrated dangerous behaviour specific strategies, scripts and consequences are agreed in a Therapeutic plan. **This acts as the job description for anyone working with the child and sets out exactly what to do and say including any agreed physical intervention**
- These plans are written by SLT with young people, their parents/ carers and school staff. **Staff must follow this plan when working with young people.** Only SLT will change a plan and staff must not make alterations without permission.
- **RED Incident reports and near miss reports must be submitted for any dangerous behaviours** and the accident book must be completed. All Incidents will be investigated by SLT and revisions to individual plans and curriculum provision made.
- **Because of the seriousness of dangerous incidents. Parents and children will always receive a home visit to work through the issue, revise plans and ensure the child is supported and risk reduced**
- It is important that every young person in our school has positive experiences of school. Leaders are clear that a young person's anti-social, difficult or dangerous behaviour provides a negative experience for other young people. SLT will manage learning groups and the curriculum offer to provide a positive experience for everyone.
- Young people with persistently dangerous behaviour will need the protective consequence of one to one or very small group teaching. This may not be on site or at a time where other young people are using the site. This will be managed through the annual review process.
- In some cases, exclusion maybe used to provide time for all parties to make more effective plans for the child's education. Permanent exclusion will be avoided where ever this is possible

### **Difficult behaviour**

The following behaviours are difficult; they can lead to negative feelings in others and will need to be managed consistently by staff if children are to make progress. Where young people do not have a therapeutic plan, staff must consistently follow the steps below when they witness the behaviours described. All persistent difficult behaviours should be recorded as YELLOW incidents

- **Student leaving a lesson**

**Staff should proactively offer young people time out if they notice signs of arousal or anxiety.**

Children who are bored, anxious or over aroused will often try to avoid learning by leaving, being loud and over animated or inciting others to leave lessons. All staff should notice this at the earliest point and proactively manage the child. So that learning can continue, support Staff in the lesson should be the first people to manage these behaviours

Staff must use the script “student name, thank you. I can see that you are not settled and I am here to help, let’s go for a quick walk. You talk and I will listen, come with me and I will listen”

Staff should then take the action

- where possible engage in some physical activity out of sight of the classroom (sensory circuit work, using exercise equipment or brisk walking)
- consider what would help the child learn the content of the lesson or put into context why it is important
- feedback to the teacher and plan together starts either back in the lesson or for the next session

- **Smoking, Vaping,**

Staff must use the script “smoking is not allowed in public places, put away your cigarettes (etc.) thank you”. Repeat if necessary and give take up time.

Staff must then take the following action

- call home and ask that parents to not allow tobacco to be brought into school
- record the incident and parent response on our system
- Within the same day a member of staff should be deployed to meet with the child to discuss public health legislation, the effects of smoking on the body, options for quitting and managing craving in the day. The person reporting the incident must ensure this happens

- **Deliberate damaging of displays and equipment and or tampering, interfering with equipment e.g. CCTV / Security door / fire doors / Fire alarm**

Staff must use the script “student name, stop (state action child is taking) thank you. I am here to help; I can see something is wrong. You talk and I will listen, come with me and I will listen”

- Repeat as necessary until the child walks with you to a private place and is able to speak. They may need timeout in a safe space to compose themselves and this should be encouraged. Use the script “it’s ok if you need to take some time to calm down, you could go (suggest some options),  
Staff must then take the following action
- staff must ensure there is an educational consequence as soon as is practicable after the event usually on the same day and will need to talk through what happened- they then should decide where possible on actions that will help the child understand the problem e.g., working with staff to repair the damage, looking at the budget, interviewing staff about the time they spend working on display and, researching the cost and replacement, ordering with the office the

- **Mobile phone use.**

Young people may use mobile phones to support their learning with permission from the teacher. At other times phones should be out of sight and on silent.

- Staff must use the script “Childs name, phones away and on silent thank you” repeat if necessary and give take up time.
- Young people who cannot cope after this will need a protective consequence and staff must call their parents who will be asked to ensure phones are handed in to the office or kept at home.  
Staff must then take the following action
- call home and ask that parents to not allow phones to be brought into school or agree to them being kept in the office
- record the incident and parent response on our system
- Within the same day a member of staff should be deployed to meet with the child to understand why they are choosing to use their phone and discuss some solutions.
- phone privilege can be returned after one full day if appropriate

### **Student walking off the school grounds.**

- Staff must use the script “student name, it’s good to take time to calm down thank you” I am here to help; I can see something is wrong. You talk and I will listen, I will listen while we walk”
- leave with the child walking alongside but outside personal space
- staff will not speak unless asked a direct question
- if the child runs or becomes increasingly agitated or gets on public transport staff should return to school
- **staff must report this to the office with urgency so that the child’s parents can be contacted**
- On return staff must support the child to think about what led up to the issue, identify barriers and work with them to decide a way forward. This may involve other staff and further adaptations to lesson planning or groups. Staff should support the child with a pro social way they can ask for time out or breaks

### **Student kicking the front door or trying to force entry/ exit**

- Staff must use the script “student name, stop kicking the door, it’s good to take time to calm down thank you” I am here to help; I can see something is wrong. You talk and I will listen, I will listen while we walk”
- staff should repeat this if necessary but remember that the child may need take up time
- Loud noises cause anxiety for other people so where offers of help are not taken open the door and follow the leaving site directions above

### **Anti-social verbalisations**

- e.g. name calling, swearing, putdowns, sarcasm, insults, threats, racist, sexist or homophobic language, verbal bullying
- Staff must use the script “student name, that kind of language is anti-social and is not ok, please express yourself in a better way”
- staff should repeat this if necessary but remember that the child may need take up time
- Verbalisations of this kind cause anxiety for other people so where offers of help are not taken staff must use the script “student name, stop kicking the door, it’s good to take time to calm down thank you” I am here to help; I can see something is wrong. You talk and I will listen, I will listen while we walk”
- staff should repeat this if necessary but remember that the child may need take up time

- Within the same day a member of staff should be deployed to meet with the child to understand why they are choosing to use inappropriate language, explore why this is anti-social and discuss some solutions.
- **staff must report in writing any racist, sexist or homophobic language, and bullying**

### **Social bullying and or psychological abuse**

- .e.g., persistent ostracising, alienating, making inappropriate gestures spreading rumours, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones
- Staff must use the script “student name, x behaviour is anti-social (or illegal e.g. if filming without consent) and is not ok, if you need time out to discuss this please go for a walk with X”
- staff should repeat this if necessary but remember that the child may need take up time
- This kind of behaviour causes anxiety for other people so where behaviour persists group organisation will need to be addressed. SLT must be made aware immediately of relationship issues or behaviours that are bullying.
- within the same day a member of staff should be deployed to meet with the child and their victim (separately) to understand the issue, the bullying behaviour needs to be explored with the child using a range of on-line materials and the victim should receive support in a similar way. If a restorative procedure is necessary SLT will organise.
- **The School Care Officer / SLT will make a home visit where any child is repeatedly involved in bullying behaviour or is a victim of it**
- Persistent difficult behaviour can negatively impact on other learners. Where young people’s incident reports do not decrease over time analysis for a therapeutic plan should be undertaken

### **Young people’ conduct outside the College gates**

- sometimes young people engage in anti-social behaviour outside of the college day when they are:
  - travelling to or from Phoenix College
  - wearing school uniform
  - in some other way identifiable as a student at Phoenix College
- Where college are made aware of this we will always discuss with the young person and put educational or protective consequences in place. Parents will be contacted to ensure they are aware and any safeguarding concerns will be dealt with as per our policy

### **The role of Key Workers**

- Key workers are enablers, they take a special interest in their caseload young people and work proactively to support their personal development
- They analyse student’s daily data and feedback to SLT any concerns, patterns and intelligence. This analysis will be used by SLT to update therapeutic plans, passports and risk assessments and will inform behavioural Interventions to support the promotion of positive behaviour.
- During key worker time young people are encouraged to determine a personal target from their EHCP / Student Passport and personal goals (things that are important to the student)

- Young people are then encouraged to reflect on their progress towards this goal over the week.
- This conversation will be structured following the college guidance

### **The role of parents, carers and families**

- parents want the best for their children and therefore will support the college in keeping prohibited items off site and maintaining communication with the college
- We are all working to achieve the things that are important to and for individual young people so we all need to give a consistent message that dangerous behaviour will require protective and educational consequences, for example it is obvious that if a young person harms another young person they will not be able to work in a group with that young person until we are sure they will self-regulate enough to be safe
- Being honest and open about how we are feeling helps everyone. We do not judge parents and recognise that parenting different and disabled children is a joy but also can be very difficult. We ask that parents always Inform staff about any issues and concerns they have
- We will only discuss young people with their parents and will not discuss other children's behaviour and provision

### **Monitoring of the policy**

- This policy should be consistently updated and modified as practice within the school progresses. It is the responsibility of the Governing Body / Interim Executive Board to visit site regularly review behaviour analysis and talk to young people, parents and staff about how well the policy is being applied. This will happen at least three times a year and we will invite external review at least once a year.

### **This policy should be read in conjunction with the following policies:**

- Code of Conduct
- e safety and social media
- Teaching and Learning
- Whistle Blowing
- Anti-Bullying
- Equality
- Safeguarding

**Reviewed May 2019**

**Next review date July 2019**