

Treetops Learning Community

Pupil Behaviour and Welfare Policy

January 2022



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Contents

INTRODUCTION	4
VALUES AND PRINCIPLES	4
SUPPORTING BEHAVIOUR	4
De-escalation	5
SCHOOL EXPECTATIONS	5
CELEBRATIONS OF SUCCESS	6
LEARNING CONSEQUENCE	6
Harmful Behaviours	7
MONITORING AND REVIEW	8
APPENDIX A - DE-ESCALATION SCRIPT	9
APPENDIX B – DIFFICULT AND DANGEROUS BEHAVIOURS	10
APPENDIX C - INDIVIDUAL BEHAVIOUR SUPPORT PLAN	12
APPENDIX D - SEXUAL HARASSMENT, ONLINE SEXUAL ABUSE AND SEXUAL VIOLENCE	14

Introduction

This policy has been developed by Treetops Learning Community (TLC), when the policy refers to school(s) it relates to any school that is a member of TLC. Current schools that are members of TLC include:

Treetops School
Treetops Free School

This policy is used in conjunction with:

- Safeguarding and Child Protection Policy
- Restrictive Physical Intervention Policy
- Anti-Bullying Policy
- Code of Conduct
- Drug and Alcohol Policy

Values and Principles

TLC acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

TLC schools are places where:

- everyone feels safe and happy
- everyone has the right to learn and succeed
- everyone is treated, and treats others with respect
- everyone feels part of a community that promotes and celebrates positive behaviour.
- everyone can experience a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment

The ethos of this policy is for the TLC to understand our pupils need to learn what is socially acceptable and for everyone to 'Catch' students making the right choice, staff should acknowledge it and reinforce it, each student should experience this once a day as a minimum.

Supporting Behaviour

All TLC staff that work with pupils receive de-escalation and restorative justice training through induction and INSET. The training is designed to provide high quality understanding and training in the management of behaviour and the prevention of behaviour from escalating. Additionally, it includes ethical restrictive physical intervention training via SAFE.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent injury either to themselves or others, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils. On the rare occasion where a child's behaviour requires a physical intervention this will

comply with the school's Restrictive Physical Intervention Policy.

De-escalation

This uses practical interventions that can be adopted within educational settings. It is based on acquiring the knowledge, skills and understanding of de-escalation 'before', 'during' and 'after' a crisis.

- Think, plan and respond
- Positive phrasing
- Disempowering behaviour
- Logical consequences
- Supporting, guiding and escorting
- De-escalation scripts (see appendix A)
- Reflect, repair and restore

Through training and during in house CPD opportunities staff are regularly reminded of the importance of building a relationship with pupils, de-escalation and of the fundamental tools to approaching pupils positively, adapted from the THRIVE approach;

- Attune (Catch and match the feeling)
- Validate (Stop the behaviour and validate the feeling)
- Contain (Make the unbearable survivable, hold the boundaries and don't give up on them)
- Regulate (Calm and soothe)

When managing difficult or dangerous behaviour, **staff select the language they use carefully** using non-threatening, non-judgemental statements such as I wonder, I imagine, I notice when discussing feelings, behaviours or actions. This enables pupils to share how they are actually feeling, be listened to and make the right choices in a safe way. Pupils are always given opportunities to turn behaviour around and get back on the right track. See appendix B for 'Prevent, Manage, Improve' strategies devised and used by staff.,

School Expectations

Staff take every possible opportunity to praise good behaviour, both verbally and non-verbally, and when appropriate praise pupils who model expected behaviours. Communication should be at a level which is understood by the pupil and enables them to express themselves in an individual way.

The curriculum should provide opportunities for pupils to develop self-esteem, confidence and understanding of theirs and others emotions.

Focused learning – make tasks achievable; ensure clarity and consistency of expectations and communication.

Promote positive relationships between all members of the school both pupils and staff.

Pupils are encouraged to display their achievements in and out of school in assemblies and on their own classroom notice boards.

All teachers will use appropriate class based reward and behaviour strategies. As well as incorporating the 'Whole School' reward system into their class routines.

Celebrations of Success

At TLC we strive to help pupils recognise and become conscious of the good feelings they are having as a result of their hard work and success to foster internal motivation. In the long term it is much more powerful for pupils to experience positive feelings as a result of setting goals, working hard, and achieving success. This is the connection that will lead to a love of learning and support our pupils throughout their lives. We work alongside pupils to set goals, find purpose and inspire them to aim higher than seems possible. To ensure pupils recognise their achievements and to promote positive feelings, staff ensure all achievements are celebrated in ways appropriate and valid to each individual.

Celebrations are an integral part of each community, and may include:

- Verbal praise
- Awarding stickers or individual reinforcers
- Awarding "star of the day" or "star of the week" (EYFS, KS 1&2)
- Being sent to another teacher, Assistant Head, the Deputy or Head to be praised
- Awarding a merit/credit for outstanding work, in line with the student's ability.
- Having their name written in the celebration book and praised in the weekly Celebration Assembly.
- Nomination for pupil of the month
- Recognition for participation in an extra-curricular activity.

Merit System (EYFS and KS 1 – 3):

3 merits = silver

9 silver merits = gold

Each gold merit receives a prize in Celebration Assembly. 15 Gold merits – receives an outstanding achievement badge (Then every 10th merit thereafter).

At the end of term, Class teams nominate pupils in their class for being the "most improved pupil" and the "most outstanding pupil" that term. These pupils are awarded a certificate. An overall winner is then chosen for EYFS/KS1/KS2, KS3/KS4, KS5 and the VB department and other specialist subjects

Learning Consequence

It is the responsibility of all staff members to promote the behaviour policy with all children at all times.

Children should always be made aware, that it is the behaviour which is disapproved of, not them. When children exhibit unacceptable behaviour in school learning consequences will be put into place to help them integrate in a socially acceptable manner.

Learning consequences used in school may include:

- A visual warning with a verbal reminder, pupils may have a positive behaviour prompt card where appropriate and necessary, pupils should be involved with the targets set to help them with their behaviour.
- Reference to 'Zones of Regulation'
- A verbal reminder providing simple choices, pointing out the expected behaviour, rather than the unwanted behaviour.
- Using parts of break times/lunch times for learning
- Removal of pupils from peers
- Verbal reprimand
- Loss of privileges
- Removal from own class for learning and then return
- Time out – to participate in activities that help pupils integrate with their peers and recognise positive behaviour.
- Logical consequence linked to behaviour displayed e.g. tidying up, playing with younger pupils, working with members of staff
- Reporting to parents/guardians
- Missed work to be completed.
- Learning after School
- Reminder and modelling of expected behaviour
- Visuals – used to support pupils to with their behaviour, now & next board, such as social stories, comic strip conversations and ABC chart, the Therapy Team will support with this.
- Individual Behaviour Support Plan following a TLC Child in Need meeting (Appendix C)

Harmful Behaviours

Where a pupil's behaviour causes harm to themselves, others or the environment more formal consequences will be used. These may include:

- Restrictive physical intervention (see policy)
- Request to parents to pick up their child
- Internal exclusion
- Fixed term exclusion – will only be used if time is need to allow professionals put a plan in place to enable the pupil to access TLC in a safe manner.
- Permanent exclusion – this is only ever used if all other options to keep everybody safe and allow the pupil to access the curriculum have been exhausted.

Through the training and annual refresher opportunities, we endeavour to provide a safe working environment for the whole community. During initial visits we are clear with our pupils that staff will not allow them to cause harm to themselves/others or cause significant damage to property. Staff respond to limit difficult, dangerous and crisis behaviour wherever possible and staff members are clear about when physical intervention is appropriate and are trained to use it when necessary and as a last resort.

Details of how incidents are recorded and shared with parents can be found in the Physical Intervention Policy.

Monitoring and Review

This policy will be reviewed **annually**. The next scheduled review date is.....

Appendix A - De-escalation script

De-escalation script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Appendix B – Difficult and Dangerous Behaviours

These strategies have been collated from staff workshops.

Prevent – Manage – Improve

Prevent

- Be familiar and have access to students EHCP
- Catch them getting it right and reinforcing appropriate behaviours
- Celebrate positive behaviour
- Does the sensory environment meet the needs of the students?
- Is there an establish routine which everyone follows
- Preparations for foreseeable behaviour e.g. now and next and social stories
- Encourage appropriate communication e.g. using Zones of Regulation
- Offer preferred choices when transitioning to different activities
- Behaviour reduction plans are adhered to
- Use positive phrases and soft voice
- Use of Visuals to ensure clarity for students
- Ratio of difficult to less challenging tasks
- Clear expectations
- Ensure you have effective reinforcement to hand
- Body language is non-confrontational and relaxed
- Use time out breaks
- Looking and listening for non-verbal cues
- Use simple positive choices
- Avoid triggers
- Teach expected behaviours
- Support each other and work as a team
- Use the right blanks level questioning
- Build positive relationship
- Model good behaviour

Manage

- Use De-escalation script
- Remove students or the student in crisis to a safe space
- Remove dangers and triggers from the environment
- Offer a way out or exit
- Simple choice of known activities which will promote pro-social behaviour
- Swap adults, work as a team
- Give them personal space
- Open body language
- Use Physical interventions to prevent harm to themselves or others
- Remain calm
- Allow time for the student's arousal levels to reduce before teaching the right behaviour

- Reduce verbal language
- Know when to ignore and when to intervene
- Use Zones of Regulations
- Support each other and work as a team
- Use appropriate PPE
- Maintain good relationship
- Reduce the language demands on the child
- Reduce staffing when it is safe to do so

Appendix C - Individual Behaviour Support Plan

Prior to an individual behaviour support plan being put into effect a TLC child in need meeting must have taken place. This meeting must involve all internal TLC staff that have been involved in trying to support the student in question to improve their behaviour to that that is socially acceptable and safe.

The plan must be shared with the parents/carers of the student, and review dates agreed.

Name:	DOB:	Date:	Review Date:
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	Strategies to support behaviour
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond

Post incident recovery and debrief measures

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Appendix D - **Sexual harassment, online sexual abuse and sexual violence**

Treetops Learning Community strive to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach with appropriate sanctions, pastoral support and a carefully planned relationship, sex and health education curriculum that addresses consent.

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Any incidents of peer-on-peer sexual abuse will be reported to the Designated Safeguarding Lead who will risk assess the incident and follow the appropriate steps.

- Inform parent / carer of the incident reported
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police
-

Treetops Learning community promote a 'zero-tolerance' approach to sexual harassment, online sexual abuse and sexual violence.

TLC actively promote a culture where all pupils feel comfortable raising concerns about sexism and **sexual** harassment. We encourage pupils and staff to call out unacceptable behaviour and explain behaviours will be considered on a case-by case approach. Pupils and staff are reassured that whilst we won't tolerate the behaviour, we won't demonise anyone – we will support and listen to all of the pupils involved.

Sanctions

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments.

Appropriate sanctions might be:

- A verbal warning
- Encourage the pupil to apologise to their peer. If they apologise, staff will keep an eye out for any recurrence of behaviour from that particular pupil.
- If they **refuse**, escalate the incident to a more serious sanction
- A phone call to parents
- Detention
- Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion
- Referral to MASH
- Referral to Police

How to decide what sanction is appropriate

The response to each incident should be proportionate. TLC will choose to address a 'lower-level' incidents such as a sexist comment through education, our RSHE curriculum and the way in which we promote respect for one another.

We also balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

Wishes of the victim

We will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities).

TLC will listen to the victim and their wishes will inform our response, but TLC will make the final decision.

Culture of respect

Due to a wider societal culture of victim blaming, it is recognised that pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. TLC encourage a culture and ethos of respect, tolerance, acceptance and diversity which makes it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

We ensure pupils know that:

- We take their safety and wellbeing seriously
- We listen to them
- We act on their concerns
- We will not tolerate or accept abuse
-

Promote appropriate sexual behaviours

As well as focusing on what's inappropriate, we help pupils to understand what good and healthy sexual behaviour means.

Our RSHE curriculum covers important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

Get parents involved immediately

No matter how 'low-level' – let parents know what their child has said or done, and that you'd like them to talk about it as a family. This will encourage to:-

- Get the parents on board in condemning the behaviour
- Start an important conversation between the pupil and their parents about acceptable and unacceptable sexual behaviour
- Work towards a solution together

This can just be a quick phone call, but it's important that it happens **immediately** and **every time** staff have concerns about their child's behaviour.

Offer support to the alleged perpetrator(s)

Sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse.

Offer them a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate. Gently but firmly condemn the behaviour, not the pupil – otherwise they won't feel safe to open up about their own experiences.

Have a plan in place to help them modify their behaviour – this may involve counselling or clinical care and carefully constructed Risk Assessment of Behaviour Support Plan.