



Redwood Secondary School

BEHAVIOUR and INCLUSION Policy 2021/22

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Reviewed by: Jo Connor (DHT)

Behaviour and Inclusion Policy 2021/22



Our School

Redwood School is a generic special school that caters for pupils with a range of Special Educational Needs. With 330 pupils on roll, Redwood is committed to safeguarding and ensuring the welfare of children and young people and expects all staff and volunteers to share this commitment.

Our values and ethos promote a centre of inclusive excellence that fosters relationships and builds partnerships in order to meet the diverse needs of the whole school community. Our mission statement is to create a safe, caring and happy environment where everyone is treated with respect & dignity. We will value each other & learn together in order to make a unique, positive contribution to the world around us. Above all Be the Best. Work Hard.

Contents of this Policy

| | |
|--------------------------------------|---|
| Core Beliefs | 2 |
| Roles and Expectations | 3 |
| Teaching and Learning | 4 |
| Curriculum | 5 |
| Relationships with Pupils | 5 |
| Promoting Positive Behaviour | 6 |
| Consequence System | 6 |
| Restorative Behaviour and Reparation | 7 |
| Supporting Pupils causing concern | 7 |
| Pupils beyond this policy | 8 |
| Bullying/Racism and Homophobia | 8 |
| Worrying/Unusual Behaviour | 8 |
| Physical Intervention | 9 |

Core Beliefs

At Redwood School we believe that:

- ✓ pupils want to behave well
- ✓ pupils can learn to improve their behaviour
- ✓ mistakes are part of the learning process
- ✓ all adults can learn strategies to support pupils to improve their behaviour

Staff at Redwood can support pupils to demonstrate positive behaviours by:

- ✓ ensuring the quality of our relationships with each other and them
- ✓ having high expectations of our teaching and learning
- ✓ celebrating and rewarding positive behaviours
- ✓ supporting pupils causing concern to remedy inappropriate behaviours through appropriate intervention

Roles and Expectations

At Redwood School we all have a responsibility to:

- read this policy
- understand it
- ensure that our practice is in line with it
- be proactive in implementing it
- continually seek to further improve our behaviour management skills

Classroom Teacher

- ✓ Quality of teaching and learning in the classroom – ensuring appropriate differentiation (100% good/outstanding lessons)
- ✓ Classroom climate – ensure that pupils feel emotionally and physically safe; clear routines, clear expectations; feel that staff are in control.
- ✓ Best planned use of teaching assistants, and other resources, to support learning and behaviour- Learning Mentors
- ✓ Liaise with the Tutor over incidents/successes
- ✓ Follow through with pupils until incidents are resolved
- ✓ Monitor behaviour in their lessons and adapt approaches to ensure success for the pupils

Form Tutor

- ✓ As above, plus
- ✓ Advise and support other staff (T's and TA's) on effective behaviour strategies for class/individual pupils
- ✓ Work in partnership with the Learning Mentors to draw up IBP's (Individual Behaviour Plans/Individual Handling Plans)
- ✓ Keep succinct, detailed records of incidents or improvements, to monitor progress and to establish patterns (CPOMS)
- ✓ Review strategies regularly and adapt if not working
- ✓ Having exhausted all strategies, report to SLT
- ✓ Develop positive relationships with all parents to support pupil behaviour both in school and at home
- ✓ Be prepared to arrange & lead meetings with parents & multi agency teams to resolve behavioural difficulties

Teaching Assistants (TA's)

- ✓ To support the teacher, with teaching and behaviour management
- ✓ To support the children, with their learning and their self-management of their behaviour, under the direction of the teacher
- ✓ To support the development and maintenance of a positive classroom climate
- ✓ To ensure that the playground is physically safe and if not to report by email to the Business Manager immediately
- ✓ To teach the pupils how to manage their behaviour positively in the playground and around the school
- ✓ To ensure that pupils manage their behaviour positively during school trips and when offsite
- ✓ To complete incident/accident reports as required and as shown in guidelines

Senior Staff

SL Team; at whole school level:

- ✓ To support teachers and teaching assistants to manage behaviour effectively through continuing professional development
- ✓ To support pupils with understanding the school's approach to behaviour management
- ✓ To support parents with understanding the school's approach to behaviour management, and with behaviour management strategies
- ✓ To regularly review policy and practice

Pupils – as individuals, members of teams, members of the school community

- ✓ To understand the school's approach to behaviour management
- ✓ To improve their own behaviour, in line with our policy, so that they consistently show emotionally intelligent behaviour. This will include self-assessment against agreed targets which will be reviewed regularly
- ✓ To support their peers to improve their behaviour, in line with our policy

Parents

- ✓ To support the school's approach to behaviour management, in line with this policy
- ✓ To support their child in learning to manage their own behaviour
- ✓ To take opportunities provided by the school to further develop their own understanding and implementation of effective behaviour management

Governors

- ✓ To approve the school's policy
- ✓ To support the school with its implementation
- ✓ To hear the case for fixed term/permanent exclusions, and to decide on the appropriate course of action. Our target is 0 permanent exclusions; we use fixed term exclusions rarely, and only to mark inappropriate /unsafe behaviour for a pupil
- ✓ To regularly monitor behaviour incidents

Teaching and Learning

If we are able to meet each child at their, point of learning, in most cases poor behaviour is likely to decrease/disappear. To do this we need to:

- Accurately assess the pupils' learning e.g. learning ability, learning style and level of achievement in order to move them on
- Plan to meet the pupils' range of needs e.g. equipment, seating, groupings, use of TA's
- Know what the pupils believe they can do i.e. self-esteem, self-image and adjust expectations accordingly
- Know what motivates each pupil and use it to help them achieve
- Carefully plan lessons to ensure that we meet each pupil at their point of learning i.e. the work should be not too easy, nor too hard and we should plan for success
- Include the pupils in the target setting and evaluation process, using appropriate language (self-assessment)
- Give the pupils feedback on progress in a supportive way, focussing particularly on their achievements and what they need to do to make further progress
- Praise the pupils for their specific achievements i.e. descriptive praise
- Actively teach the pupils positive learning behaviours, so that they know what to do to ensure successful lessons e.g. enter the room quietly, listen to the adults, think before you answer, choose who to sit with etc

Curriculum

At Redwood School pupils are taught a rich and varied Curriculum that encourages exploration and learning with a focus on preparation for Adulthood. Within the Curriculum across all Key Stages, pupils learn about understanding behaviours and how to behave appropriately in different social settings as part of the PSHE curriculum at Redwood School. Through the delivery of the PSHE curriculum Redwood promotes equality of value i.e. all people in the school are of equal value, as people. It gives all pupils a chance to speak and to be listened to and specifically addresses behaviour, with the intention of: acknowledging feelings, being non-judgemental, giving feelings a language for expression and looking for solutions.

Additionally, and where appropriate, targets may be written into pupils EHCP objectives and reviewed in their annual review. As part of their learning at Redwood pupils have a My Plan lesson each week to work on the targets in their EHCP and this provides further opportunity to deliver lessons around behaviour where necessary and appropriate to a pupil's learning needs and ability.

Relationships with Pupils

At Redwood we cherish the quality of the relationships we have with our pupils.

These relationships are crucial. Each adult is a significant adult for our pupils. To foster successful, enabling relationships we need to:

- Actively build trust and rapport – they have to be earned; they're not given
- Demonstrate belief in the pupil – that they can succeed. Let the pupil know this
- Treat the pupil with dignity and respect at all times e.g. by saying 'thank you'; by listening carefully
- Listen respectfully to the pupil, and make a judgement about how/when to respond
- Enjoy their company – have fun together, where and when appropriate
- Hear the message behind the word/behaviour; ask yourself why the pupil is behaving in this way – there will always be a reason; the behaviour is a symptom
- See things through e.g. if pupils have to make up time, the teacher concerned must help them to do this during morning break/lunch time/after school
- Keep our word – do whatever we say we will do
- Tell the truth at all times – never lie to a pupil
- Look for the good in the pupil – identify it with the child and build on it
- Apologise if you make a mistake – you are modelling this for the pupil and you will earn respect
- Name and manage your own emotional reactions to pupils' behaviour i.e. demonstrate emotionally intelligent behaviour at all times
- Quietly but firmly hold appropriate boundaries for the pupils. Never let pupils do whatever they want, when this would infringe the rights or comfort of others

Rewarding Positive Behaviour

To secure the positive climate for learning, the school seeks to create an atmosphere where the emphasis is on praise and encouragement.

At Redwood School, a wide range of whole school rewards is available:

Praise: the school expects adults to use praise and encouragement statements particularly where relationships are being developed or re-established, or in re-enforcing desired behaviours. Praise needs to be accessible to all members of our school community and to be applied consistently. The school encourages all adults to recognise the efforts students make in lesson, in their positive behaviour and attendance, in the help and respect they offer adults and other students in school and in the community and in the way they treat the environment.

All adults are encouraged to reward positive behaviour through:

- *Oral praise statements and highlighting achievements in assemblies*
- *Written praise in the marking of work*
- *Displaying of work to build self-esteem*
- *Deployment of responsibilities*
- *Recording success in student My Plan folders*
- *Referral to Key Worker, Class Teacher, KS Leader, SLT, Headteacher, governors*
- *Contact with parents/carers*

In addition to the above strategies, Redwood has a formal reward system which is used to recognise and congratulate all students when they set good examples or show improvement in their own behaviour or attendance.

The school has established a set of values that students can earn points for demonstrating across the school, this is recorded on SIMS. They are:

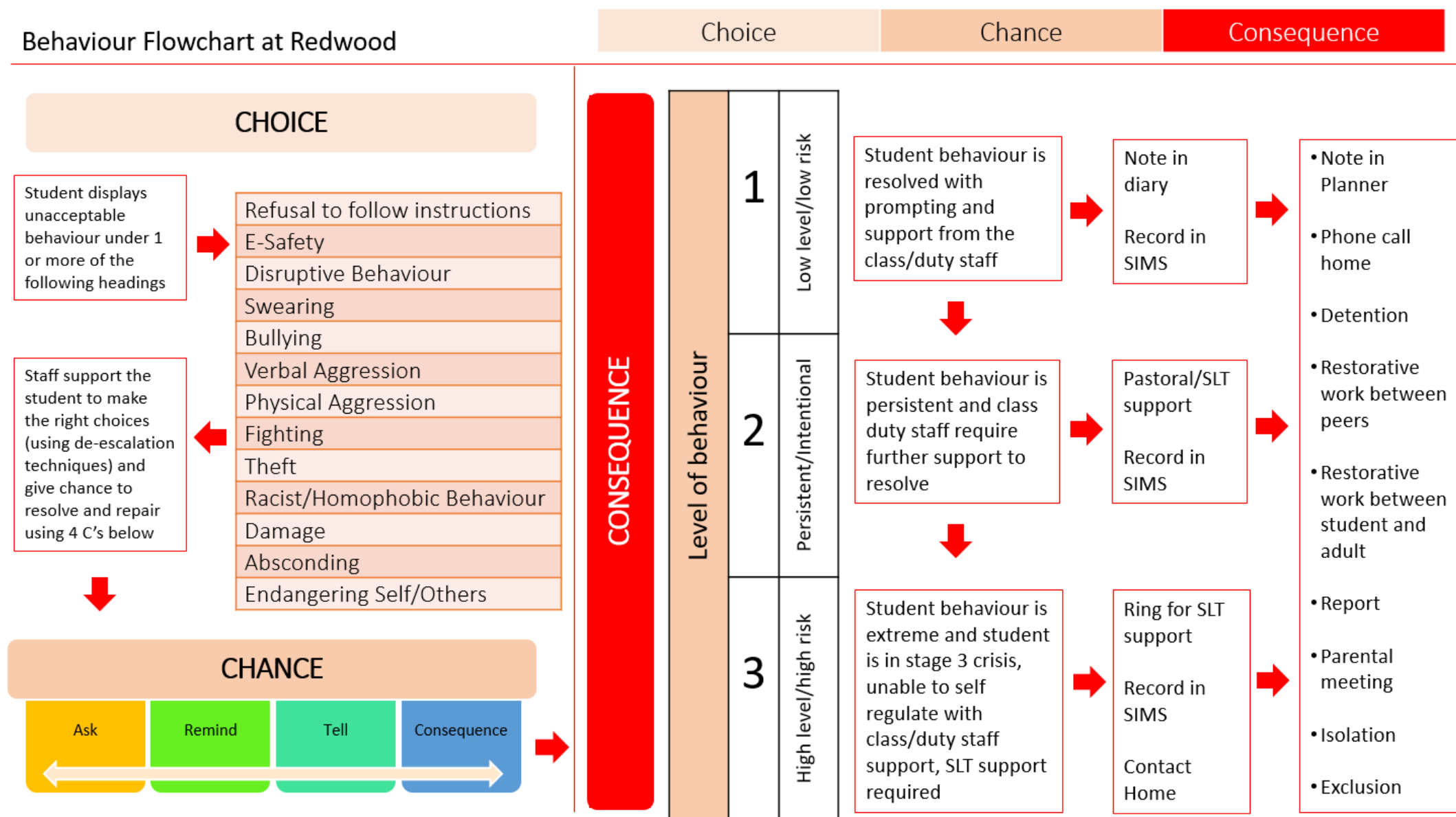
Respect
Interactions
Independence
Wow
Community
Effort
Determination

Students celebrate their achievements during class, tutor time and through assemblies that take place throughout the term. Assemblies are delivered in year teams, key stages and whole school. Rewards, certificates, trophies and prizes are given out to individuals on individual merit.

Trips and opportunities to participate in external events are also part of the rewards and celebration approach at Redwood.

Consequence System – Classroom Management

Behaviour Flowchart at Redwood



Consequence System – Classroom Management

All staff at Redwood use positive reinforcement and high expectations as their main driving force in creating a learning environment where all pupils can thrive. Pupils at Redwood are supported to engage and learn with reminders when they are losing focus or disengaging with their learning and work. A range of strategies are utilised by staff within the classroom environment and the wider school with a common approach using a “C” system. The “C” system is focused around promoting choice before consequence.

C1 Ask

(Staff politely ask the pupil to modify their behaviour using appropriate language)

C2 Remind

(Staff politely remind the pupil to modify their behaviour using appropriate language)

C3 Tell

(Staff tell the pupil to modify their behaviour using appropriate language)

C4 Consequence

(After three attempts to resolve issues and inappropriate behaviour, an appropriate consequence will be given to the pupil depending on their individual needs and what works for them.)

Restorative Behaviour and Reparation

At Redwood we believe in a restorative approach to correcting unacceptable behaviours.

This is part of helping our pupils to take responsibility for their behaviour. We actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad. Reparation means repairing relationships, or ‘making good’ in some way.

We believe that pupils should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focusses the pupil's mind on the punishment, rather than what they did. This frequently leads to pupils feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

We support pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected. There are 4 steps:

- Step 1 Adult rehearses with pupils how we sort things out at Redwood i.e. we take turns, we listen to each other, we think about what we did, how we will put it right, how we will do it better next time.
- Step 2 Each pupil in turn takes responsibility for what it was they specifically did and apologizes appropriately. Adult thanks each pupil for this using descriptive praise.
- Step 3 Each pupil in turn promises that it won't happen again – sealed with a handshake and a smile. If the pupil is not ready to do this, wait and/or return to it later. The handshake symbolises giving their word that it will not happen again. Children then agree that it has been sorted out to their satisfaction.
- Step 4 Each pupil keeps to his agreement. If the behaviour is repeated, this process is repeated until the child has established the new behaviour.

Supporting Pupils causing concern

The form tutor team will work closely with the pupil, parents/carers and other staff, to identify any barriers to learning and implement supportive strategies to re-engage the pupil in their learning.

Strategies may include:

- Positive Impact Report
- Form Tutor Report – Individual Targets around specific behaviours causing concern
- Take up time – Paying lost learning time back during social time
- Parental Meeting
- Additional EHCP review
- Referral to Learning Mentors for behavioural intervention
- Referral to external agency for further assessment of need

Pupils Beyond this policy

The majority of pupils at Redwood respond positively when staff work within these guidelines. A small percentage of our pupils need additional support to improve their behaviour (pupils beyond).

We do this by putting in more scaffolding, tailored to the specific needs of each pupil.

This might include:

- changing the class group/input from the TA/varying the classroom management
- making the routines/strategies more detailed
- drawing up an Individual Behaviour Plan/Risk Assessment (RA), detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff (for consistency)
- Parent/pupil contracts – regularly reviewed
- Individual interventions from the Learning Mentors
- Education Psychology (EP) observations and targeted support with teachers, parents & pupils (six-week intervention)
- drawing on additional resources from beyond the school e.g. CAHMS, alternative provision (full/part time)

It is very rare at Redwood that we cannot support a pupil to make the right choice and learn from their mistakes, however, there are some behaviours that are unacceptable and make result in isolation within school (from their peers and/or lessons) or possibly a fixed term/permanent exclusion.

Unacceptable behaviours, which may result in the consequences detailed above, include:

- Threatening behaviour towards a pupil or adult (both verbally and physically)
- Inappropriate sexualised behaviour
- Damaging/defacing school property
- Drug or alcohol related behaviour
- Intended possession of a dangerous weapon
- Bullying (including Cyber Bullying)/Racism and Homophobia

Pupils at Redwood would only be excluded as a last resort and where they are in serious breach of our Behaviour and Inclusion Policy.

Bullying (Including Cyber Bullying)/Racism and Homophobia

We do not tolerate bullying, racism or homophobia at Redwood School. All staff are aware that bullying should **never** be ignored and that **all** instances of bullying must be recorded on CPOMS with relevant staff copied in. Tutors will investigate and deal with pupils involved. SLT will support the tutor where deemed necessary and parents will be informed by the tutor after any incidents have been investigated.

Every reported instance of bullying or homophobic behaviour needs to be addressed, in line with this policy, with each pupil involved taking responsibility for their actions, apologising and agreeing to stop/change the behaviour causing concern. This agreement needs to be monitored by the tutor/SLT to ensure that the bullying has ceased. If problems persist, they should be referred to SLT.

Bullying and Homophobic incidents are reported to LA and Governors termly.

Worrying/Unusual Behaviour

Staff must immediately report any worrying/unusual behaviour to our Designated Safeguarding Lead (Sinead Walsh). Such behavior may warrant involvement of tutors, parents, Social Services, Medical services or an assessment by the Educational Psychologist (more information is available in our safeguarding policy).

Physical Intervention

Staff at Redwood School receive up-to-date behaviour management training, and all staff are advised to attend an authorised training course dealing with de-escalation techniques and positive handling, e.g. Team-Teach. We believe that positive handling should be the last resort. In the majority of cases, de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be **proportionate, reasonable** and **appropriate**, and be done with the aim to **reduce** not **provoke**.

All staff owe a **duty of care** to students. To take no action, where the outcome is that a child injures themselves, or another, including staff, could be seen as negligence.

Advice for Staff

Members of staff facing confrontational situations with students are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop students from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a student's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, are recommended.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Intonation - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis staff need to deliberately speak slower, lower and more quietly.

Help Script

- Connect by using student's name
- Recognise the feelings
- Tell the student you're there to help
- You talk and I will listen
- Give direction

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices

Application of Force

Staff should NOT act in a way that might reasonably be expected to cause injury. This includes:

- Slapping, punching, kicking or tripping a pupil
- Twisting or forcing limbs against joints
- Indecently touching, holding or pulling a pupil by the hair or ear
- Other than in circumstances that are exceptional, using reasonable force to hold a pupil face down on the ground

In the event of a serious incident e.g. a fight, staff should:

- Make their presence felt – “stop fighting, stop fighting”
- Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk
But should not ignore or walk away