



Behaviour Policy

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ANNEX 1 – Negative Behaviour Flowchart

1. Principles and Background

Wessex Area Specialist Provision (WASP) is committed to creating a teaching and learning environment where the learning, social and personal needs of young people are adequately addressed. The main barrier to learning for the majority of our students is their ability to manage their own behaviour, accept boundaries and interact appropriately with both their peers and those in positions of authority. Therefore, the aim of the WASP Centre is to encourage our students to succeed by removing barriers to learning that may have been previously embedded in former educational settings. Students and staff are expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same.

The ethos of WASP anticipates that particular expectations of behaviour are met, and staff will consistently challenge any behaviour that deems to fall below our expectations.

All WASP Centre staff aim to encourage our students to succeed by removing barriers to learning.

This document is a statement of the aims, principles, and strategies regarding the management of behaviour within the WASP Centre.

2. Purpose

The overall purpose of this policy is to provide a framework, detailing the code of conduct to enable trustees, teaching/non-teaching staff, students, and parents/carers to work together to ensure that WASP is a safe place for children and adults to be. By adopting this policy with a whole school approach enables us to recognise behavioural standards, positively reinforce and promote self-esteem and self-discipline. This policy provides a simple framework recognising interventions required to ensure inclusion, detailing the code of conduct for members of staff, students and parents/carers regarding behaviour and teach appropriate behaviour through positive interventions.

This policy is available on the school website, the shared staff area and on request from the Headteacher or the Deputy Headteacher in hard copy format. It should be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Equality Policy
- Safe Touch Policy
- E-Safety Policy
- Anti-bullying Behaviour Policy
- SEN Policy
- Searching, Screening and Confiscation

3. Behaviour Expectations & Positive Relationships

3.1 Students

WASP is committed to creating and sustaining a safe, positive, and inclusive environment where respect is shown to and is given by all its students, staff, and parents/carers alike. We believe that all students, staff, and parents/carers have the right to be educated, work or visit in a safe and protected environment free from abusive and bullying behaviours.

Behaviour of students will be managed in such a way as to:

- provide students with a sense of success and positive achievement, which will support them in feeling more able to make positive choices
- provide students with appropriate recognition for all positive choices made
- help students internalise the capacity to make positive choices, meaning that real and ongoing change can take place
- meet the emotional and educational needs of students to reduce the likelihood of poor behaviour
- raise self-esteem and confidence
- allow students to see themselves as successful learners with a role to play in society
- develop empathy and an understanding of how the behaviours of one person can affect their peer group and the wider community

3.2 Staff

All staff have chosen to work specifically with students exhibiting behavioural difficulties and have been selected for their own personal attributes and skills in relation to individual roles. Their previous experience and commitment to the well-being,

achievement and enjoyment of young people allows members of staff to adopt the WASP ethos and trust that all our students can do well. For that reason, we encourage our student's success by supporting them to meet our 'core' behaviour expectations:

- **Being ready**
- **Being respectful**
- **Being safe**

Building positive relationships with students is fundamental to successful behaviour modification and this can be achieved through:

- staff modelling positive behaviours
- ongoing training in de-escalation techniques
- providing an ethos based on traditional British values of tolerance and mutual respect
- ensuring that every student has an Individual Student Behavioural Risk Assessment (ISBRA), which is up to date, relevant and adhered to by all staff
- ensuring students that have significant behavioural needs have a bespoke Behaviour Support Plan(BSP), which is up to date, relevant and adhered to by all staff
- developing highly individual strategies within Behaviour Support Plans to address unwanted behaviours, emphasising consistency from all staff towards that student rather than consistency across all students within the setting
- setting high expectations for students
- setting targets for behavioural expectations and reviewing them regularly
- ensuring that bullying behaviours are addressed
- understanding that the behaviour exhibited by WASP students is often an indication of unmet needs
- ensuring that teaching is well planned and delivered in such a way as to encourage student interest and participation
- ensuring that all students are aware of the expectations on behaviour and of the likely consequences should they be unable to meet these expectations
- ensuring that all students receive praise and reward for positive choices made or for occasions when unwanted behaviours reduce in frequency or duration
- really listening to the views and anxieties of students and developing their emotional vocabulary and ability to express themselves
- ensuring flexibility in the use of strategies used
- fostering good relationships with parents/carers and other professionals working with the student
- ensuring that all behaviour management is in line with the Equality Act, with an awareness of the protected characteristics within the Act

3.3 Parents/carers

Relationships between home and school are key to the success of our students, therefore communication between home and school is frequent. All WASP staff aim to foster positive relationships with parents/carers in order to fully support the student in all areas. All staff will phone parents/carers for a multitude of reasons on a regular basis, with positive rather than just negative updates. Parents will be invited to the setting for informal and formal meetings and the aim is that they too begin to feel comfortable with and supported by staff.

The WASP Centre currently sponsor outside agency parental/carer support in the form of co-facilitation of Triple P programmes, comprehensive literature, and signposting for additional support services.

In return WASP would like all parent/carers to:

- Take advantage of, and utilise the support networks that are made available to them
- Support our attendance policy and notify WASP of any absences, and the true reason for the absence
- Notify WASP of any factors which may affect the behaviour of their child
- Be aware of and support the WASP Behaviour Policy

4. Student Support

4.1 Individual Student Behavioural Risk Assessments (ISBRA) & Behaviour Support Plans (BSP)

An ISBRA must be started for all students during the induction period with WASP and should include information from the Fair Access Panel (FAP) referral paperwork. It must be finished within two weeks of a student's arrival and include staff thoughts and observations ascertained during this time.

Any student in need of more specific, bespoke behaviour support should be in receipt of a BSP which should be written in conjunction to issues raised in the ISBRA and all staff should have an input in this process.

Many students struggle to respond appropriately within a classroom or social setting and the staff's skills in behaviour management is our first and most crucial means of the student accessing their education. All students are assessed shortly after entry through baseline testing. In conjunction with this academic baselining a Personal Learning Plan (PLP) is initiated with the individual student participating in 'target setting'. Alongside the overall behavioural expectations of the WASP Centre, this information allows individual positive behaviour expectations to be discussed and form the foundation of individual reward systems.

4.2 Pastoral Support

A skilled team made up of excellent learning support and pastoral staff are available at all times, to all students. When a student requires space to deal with ambivalent feelings in a time of crisis, these staff members are there to provide one to one support.

4.3 Mental Health and Behaviour

Government information suggests that 20% of adolescents may experience a mental health problem, and one in ten children and young people aged 5-16 has a clinically diagnosed mental health disorder. Given the circumstances and history of many of the students attending WASP, the incidence of mental health difficulty is likely to be much higher and not always diagnosed. Key factors in helping such students are:

- Taking every possible opportunity within the curriculum and during less structured parts of the day, to build resilience, so that young people can better manage adversity
- Seeking appropriate support from outside professionals
- Ensuring that students and their families participate as fully as possible in decision making around their education and support
- Supporting good mental health and emotional well-being
- Intervening early and finding appropriate help

4.4 Early intervention and Time out

Staff should aim to intervene early when a student is becoming disruptive in order to avert a potentially volatile situation. For example, sometimes the intervention will involve distraction alongside ignoring low level disruptive behaviours in order to continue the momentum of a lesson. Intervention may also involve offering students 'escape routes'. Staff may alter their teaching approach or change the content of the lesson to promote engagement.

Staff members will allow students to take time out and remove themselves from situations where they are unable to regulate their behaviour. Students may request this themselves, verbally or by showing a time out token if they are in receipt of them. Time out can be a strategy identified by staff at any time and can be included on the students BSP. Structured "Time Out" spaces are available to allow learners to express their concerns whilst allowing staff the opportunity to 're-set' boundaries. Our aim is always to return students back into their classes where their own personalised curriculum programme allows them their greatest chance to succeed.

4.5 Thrive

At WASP we have fully embedded the Thrive Approach across the whole school. Thrive provides a model of understanding brain development and behaviour in young people. We have a two licensed Thrive practitioners who use an assessment tool to identify gaps in emotional and social development which could hinder learning and behaviour. Assessments highlight students who would benefit from therapeutic interventions to help reduce negative behaviours. Parents/carers are also encouraged to become involved in any action planning and are kept up to date with any progress in emotional and social assessment scores.

5. Ready, Respectful, Safe (RRS)

WASP Centre staff are all trained in the Pivotal Approach to behaviour management and have regular targeted behaviour continuous training and team meetings. During these sessions staff have been able to discuss, in an open forum, specific systems that they feel should be incorporated into this policy, outlining some of the imperative systems required to be incorporated into the day to day running of the WASP Centre to ensure students are Ready, Respectful and Safe.

5.1 Mobile Phones

In order to prevent distractions and to promote e-safety whilst in education, all students are required to hand their phone in during lesson times, all phones are locked away securely. All students, parents/ carers are aware that if they need to contact their child urgently they can call the school on either our landline or mobile at any time. If a student is waiting for news or is particularly anxious about something or someone, staff will allow them to check they're on a regular basis as long as this does not trigger disruption. The handing in of all mobiles is non-negotiable and this is explained to all potential students and their parents/ carers during their induction process at WASP, and they understand that by agreeing to attend WASP they are agreeing to abide by this rule.

5.2 Students absconding

If a student absconds whilst displaying concerning behaviours, and it is safe to do so, a member(s) of staff will follow behind at a distance in order to safeguard the student. During this time staff at the school will contact the parent/ carer informing them that their son or daughter is not in our care. When possible, staff will stay with the student until they are met and relieved by the student's parent/ carer. If a student absconds and are not accompanied by staff, parents/ carers will be contacted immediately and advised that their child is no longer in our care.

For vulnerable students or where there is a concern that the student is at risk or if it is stated on the ISBRA the police will be called, and the child reported missing. Any absconding/truancy must be reported on a SIMS incident log.

6. Procedural Framework

The staff at the WASP Centre are all equally responsible for the management of behaviour. It is crucial for appropriately timed and well-defined communication between staff members and families to support the management of good behaviour and promote good discipline. Informal conversations during the day, daily briefing meetings alongside student casefile meetings are imperative to ensure all staff members are well-informed and prepared for managing individual student's foreseeable behaviour. WASP Centre staff adhere to an agreed procedural framework of positive behaviour management strategies in order to provide the consistent culture which is necessary for our students. Preventative strategies are used where acceptable behaviour is highlighted and positively encouraged to enable misbehaviour to lessen. Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand it's communicative intent. We aim to ensure that students have clear, consistent boundaries reflected in a behaviour expectation framework that is underpinned by a clear system of rewards, sanctions and reflected in their ISBRA's and BSP's.

6.1 Incidents of negative behaviour

Regardless of the amount of support assumed by staff to encourage students to engage and develop their positive behaviours, the foreseeable nature of students at WASP requires us to adopt a structure for the management of incidents in negative behaviours.

All WASP Centre staff adopt a 'staged approach' (*ANNEX 1 Negative Behaviour Flowchart*) alongside individual BSP's to ensure a consistently fair approach to the management of negative behaviour.

7. Behaviour Reporting & Tracking

At WASP any behaviour deemed by staff to warrant a response, be it positive or negative is to be recorded. WASP use robust measures to track, record and monitor behaviour.

7.1 SIMS & Behaviour Matrices

SIMS is the platform staff at WASP use to track, record and monitor behaviour. The behavioural progress for each student is tracked using data from SIMS to provide a baseline for current behaviour and to allow evaluation of interventions, monitoring of improvement, as well as enabling staff to develop effective and consistent interventions. Data is collated and utilised throughout the academic year to not only monitor behaviour trends but to enable staff to develop individual student 'Behaviour Matrices' which are sent home to parents/carers and referring schools on a termly basis. These behaviour matrices infer the decisions made between staff, students, and parents/carers to set individual behaviour targets for students as well as support the development of IBSP's. Behaviour data will also be used by the SLT to determine 'risk rating bands' for ISBRA's.

8. Referrals & Exclusions

While the vast majority of behaviour is managed in school, there are on occasion incidents where a student's behaviour has exceeded the warrant for a milder restorative approach. These behaviours could result in referrals, exclusions, or a review of placement.

These include:

- Verbal, threatening, intimidating or physical abuse of staff
- Verbal, threatening, intimidating or physical abuse of another student
- Bullying (*refer to Anti-Bullying Behaviour Policy*)
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability, and others
- Carrying an offensive weapon
- Use or sale of alcohol or other mood-altering substances
- Deliberate damage or theft of property

8.1 Internal & External Referrals

WASP adopt the 'Pivotal Approach' to behaviour management and deem isolation to be an ineffective tool. However, 'Internal Referrals' maybe the outcome from a series of poor behavioural choices/incidents. Students undergoing internal referral must always be actively engaged and supervised, in either planned work according to their individual timetable or specific tasks associated with the rectifying issues that led to the initial referral. External Referrals only apply if either a student refuses to engage with an internal referral or a serious breach is committed by a student that may result in a fixed-term exclusion.

8.2 Fixed Term Exclusions

Fixed term exclusions are used where a student's behaviour is serious enough that an extended period of referral is not deemed appropriate. The student will be temporally excluded from the WASP Centre with the need for a full reintegration involving the student, parent/carer, and staff members with a restorative approach.

8.3 Permanent Exclusion

Although Permanent exclusion is not an option at the WASP Centre, students may either permanently or temporarily be placed on an 'Individual Adapted Timetables' for serious breaches of WASP behaviour expectations that result in an extreme heightening of their ISBRA. Serious consideration will be made by all members of the SLT and the referring school prior to this category of decision being made. Where feasible, group re-integration will take place following a monitoring period alongside reviews, subject to the individual student and the seriousness of the offence.

****No exclusion can be authorised without the prior consent of Headteacher***

9. Restorative Practice

Decisions will need to be made regarding actions to be taken around a student. Sanctions will rarely be effective unless the student fully understands the nature of their behaviour and the impact it may have had on others. It will be far more effective to use a restorative approach, involving the student in the resolution of the situation. This allows the student to help put things right and does much to repair the relationships with staff and other students, which may have been damaged during the incident. It may also reduce the likelihood of a repetition of the behaviour. It is extremely important that a therapeutic rapport is re-established as soon as possible, and that the students' response to the incident is noted. If the behaviour displayed is new or if the intensity is different, the ISBRA will be amended. The discussion should include any support that may need to be put in place for staff, the student(s) involved and any other students who may have observed the incident. Consideration must also be given as to who else needs to be informed of the behaviour.

9.1 Mediation

Occasionally, following an incident where a student has presented particularly challenging behaviour, the relationship with the staff member or other students concerned may suffer. Mediation should take place as soon as possible, nonetheless this should not commence until the student has had sufficient 'cooling off' time. The student may wish to put forward their version of events before both accounts are reviewed to establish both student and staff perspectives.

In cases where the student refuses to take part in the mediation process, the member of staff should inform the SLT in order that a more official response might be made. Staff and students have the right to defer mediation to a later time to give the process a greater chance of success. However, in cases like this, the student must be made aware that the mediation process is compulsory and cannot be delayed indefinitely, and its delay or refusal may have an impact on the provision they have access to.

10. Restrictive Physical Intervention (RPI)

The use of physical intervention is very much a last resort. There are clear criteria for circumstances where it is permissible for staff to physical intervene in a situation. Staff have undertaken appropriate physical intervention training and understand the uses of physical intervention. This equips staff to provide a satisfactory duty of care to safeguard both the students and staff members alike.

Staff will always risk assess any situation for their own and others' safety prior to physically intervening. However, it may be necessary for restrictive physical intervention methods to be employed to prevent students from hurting one another, staff, or themselves, damaging property or causing significant disruption to the WASP Centre. *(See Restrictive Physical Intervention Policy for more comprehensive information and procedures)*

10.1 Safe touch

There may also be occasions where the need for safe touch between a staff member and a student is required. Again, this will be risk assessed on an individual basis by the staff member involved and would be used as more of a preventative strategy to de-escalate a student's behaviour or to comfort a student at a time of distress. *(See Safe Touch Policy for more comprehensive information and procedures)*

11. Screening, Searching & Confiscation (SSC)

Due to the heightened risks relating to young people and violent crime associated within our setting; the Board of Trustees alongside input from senior leaders have amplified the SSC procedures at WASP to manage the safety of staff, students, and visitors. There is a requirement that all students undergo screening on entry to any site/provision. The Headteacher has authorised all members of the staff to use powers to screen students **without** their consent. This can be performed using a walk-through and/or a hand-held metal detector.

On the occasion a student refuses to be screened, a member of the SLT may refuse to have the student on the premises. If this scenario transpires the student has not been excluded however, parent/carers will be informed that the student's absence will be treated as unauthorised. Staff will emphasise to students that they should comply with the rules and their attendance should be a priority.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, legal highs, stolen items, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm. *(See Searching, Screening and Confiscation Policy for more comprehensive information and procedures)*

NEGATIVE BEHAVIOUR FLOWCHART

