

ON TRACK TOTNES - BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

All On Track policies are generated and reviewed with an awareness of equality and diversity in relation to students, staff and visitors.

All On Track policies are generated and reviewed placing safeguarding at the centre of all that we do.

In some On Track settings, the role of Head Teacher, referred to below, is undertaken by an appropriately experienced Manager.

All staff must be mindful that changes in behaviour, attendance, demeanour, response to staff etc. may indicate an underlying anxiety, which may indicate a safeguarding concern. (See 'Safeguarding and Child Protection' policy)

The first part of this policy provides the overview to behaviour management, but the Head Teacher of each school will complete the policy, providing the procedures relating to behaviour management for that specific group of students.

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 approval 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

This will be achieved by:

- building excellent professional relationships between students and staff
- staff modelling positive behaviours
- ongoing training in de-escalation techniques
- providing every student with a keyworker, who will act as their advocate within the setting
- providing an ethos based on traditional British values of tolerance and mutual respect
- ensuring that every student has a Behavioural Risk Assessment and Behaviour Support Plan, 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 school
- setting high expectations for students
- setting targets for behavioural expectations and reviewing them regularly
- ensuring that bullying behaviours are addressed (See Anti-bullying Policy)

- understanding that the behaviour exhibited by On Track students is often due to factors such as anxiety or 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
- ensuring that all staff have an awareness of the impact on behaviour of the special educational need of each student
- really listening to the views and anxieties of students and developing their emotional vocabulary and ability to express themselves
- ensuring flexibility. If a strategy is not working, change it
- fostering good relationships with parents/carers and other professionals working with the student
- ensuring staff understand that by using their own non-verbal communication, such as body language and facial expressions, they can promote calmness and support rather than challenge anxious students
- ensuring that all behaviour management is in line with the Equality Act, with an awareness of the protected characteristics within the Act

Behavioural Risk Assessment/Behaviour Support Plan (resources gateway/paperwork/behaviour)

- A Behavioural Risk Assessment must be started for all students before they start with On Track to include information from referral paperwork. It must be finished within two weeks of a student's arrival to include staff thoughts and observations
- The Behaviour Support Plan is written to address issues raised in the Behavioural Risk Assessment
- The keyworker will initiate reviews to the RA/BSP, but all staff should have input
- Staff may disagree as to how a behaviour should be managed, but once it is on the BSP, all staff must follow the plan to ensure a consistent, planned response to behaviours
- The RA/BSP should be reviewed at least every half term and in the light of any incidents that have occurred; it should be a comprehensive working document, updated regularly to give a complete picture of the student
- The RA/BSP should feed into other documentation, such as the off-site activity risk assessment

Be aware that whatever plans may be in place the knowledge held by staff about a student on any particular day may affect how their behaviour is managed eg the BSP for a year 11 student being prepared for a future College placement may say that his frequent swearing will be addressed through a quiet reminder. If the student has just been reprimanded by a staff member over another issue, it would not be sensible for that member of staff to then remind the student in relation to his swearing for the next little while. Similarly, if the student is managing a genuine issue away from the setting it may make sense to avoid reminders about his swearing at all, until such time as things are more settled. This level of flexibility cannot apply to behaviours which may cause harm to others.

Mental Health and Behaviour

Government information suggests that one in ten children and young people aged 5-16 has a clinically diagnosed mental health disorder and around one in seven has less severe problems. Given the circumstances and history of many of the students attending On Track, 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 student and their families participate as fully as possible in decision making around their education and support
- Supporting good mental health and emotional well-being - good resources are available through the PSHE Association
- Intervening early and finding appropriate help

Reporting of Incidents

- Incidents should be recorded in line with the 'Incident and Information Recording' policy.
- Schools using Schoolpod also have access to a Behaviour Form, allowing formal reporting of events that do not meet the criteria of an 'Incident'.

Behaviour Tracking

- The behavioural progress for each student will be tracked 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. Robust measures need to be in place to track, record and monitor behaviour. A suggested format is on the Resources Gateway should schools choose to use it.
- A Daily Chronology will be completed for all students either by their keyworker or by those staff who having been working with the student during the day, as directed by the Head teacher.
- Settings using Schoolpod will be able to track behaviour electronically to provide the same information

Exclusion

- Exclusions should be avoided wherever possible. All exclusions must take place in line with the Exclusions Policy and Procedures.
- No permanent exclusion can take place without the agreement of one of the Directors.

Multi-agency meetings

If there begin to be difficulties surrounding a student's behaviour where there were no difficulties before, or the levels of unacceptable behaviour have significantly increased, a multi-agency meeting will be arranged. The meeting will involve all professionals working with the student and will aim to find new strategies and ways forward to more effectively support the student. An Early Help Assessment should be considered at this point to support the student and, potentially, their family.

Training

- All staff receive annual MAPA (Management of Actual or Potential Aggression) training. This allows practice of skills involved in restrictive physical intervention, but more importantly, de-escalation skills to prevent such skills being needed.

- Staff may request training associated with the needs of students and a section for this is included in the Behavioural Risk Assessment.
- Staff may request training through their manager at any time.
- See Staff Development Policy

Restrictive Physical Intervention - key points

On Track staff are MAPA trained ensuring that we operate within the principles of BILD and according to DfE guidance.

- In extreme circumstances and where there is no other choice, restrictive physical interventions may be used by trained staff members
- Restrictive physical intervention should be an absolute last resort
- Restrictive physical intervention will only be used when a person is in real danger ie causing real harm to themselves or others
- The least restrictive form of physical intervention will always be used and used for the shortest time possible for staff to gain control of the situation and eliminate the immediate risk of injury.
- All such incidents will be recorded on an Incident Form and in the bound log book for physical intervention. (See Incident and Information Reporting Policy)
- Post-incident support will be offered to the student and staff members involved in restrictive physical interventions
- Awareness must be given to students who may have been upset by seeing such an incident
- Heads must send a copy of completed incident paperwork to the Directors whenever physical intervention has been used by staff
- Parents/carers must always be informed when a restrictive physical intervention has taken place
- Where relevant, social workers, Youth Offending Team or other involved professionals should be informed
- Each student's RA/BSP should be reviewed in light of any incident and updated if necessary
- Under no circumstances should a student be struck or handled. Corporal punishment is illegal in all circumstances.

Prohibited Items

Some items are completely banned in all settings:

- Knives and weapons
- Alcohol
- Illegal drugs
- 'Legal highs'
- Stolen Items
- Fireworks
- Pornographic Images
- Corrosive liquids or materials
- Any item that has been used or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules, which has been identified in the rules as an item which may be searched for. Force cannot be used to search for items banned under the school rules.

If a staff member becomes aware that a student has one or more of the above with them, they should immediately report the issue to the Head Teacher or another manager in their absence, who must take

appropriate action. If the student refuses to engage or the Head Teacher feels that there is any danger to any student or member of staff, they should immediately inform the police.

Weapons, knives and extreme or child pornography must always be handed to the police, otherwise it is for the Head teacher to decide if and when to return an item. Discretion can be used e.g. if a student comes in with a small penknife, which they had in their pocket and are asking for it to be looked after until the end of the school day, the parents/carers should be informed, but the Head Teacher may well feel that the police do not need to be involved.

The discovery of prohibited items should always be reported to parents/carers, commissioners and any other relevant professionals

Searches

Although the DfE provides guidance relating to the searching of pupils, the nature of the young people taught at On Track settings is such that this course of action should be used with caution. A student can be asked to empty their pockets or bag, but this should only be undertaken by the Head Teacher or an authorised staff member in his/her absence, and only when he/she has good reason to think that the student has a prohibited item with them. If the student declines, the Head Teacher must consider measures to ensure that everybody is kept safe.

A search carried out without consent is allowed under the law, but is invasive and has the potential to damage relationships.

If the Head Teacher chooses to use the power to search, the procedures for this will be given in part 2 of this policy. DfE guidance relating to this can be found on the Resources Gateway.

The following provides detail relating to behaviour management at the Totnes On Track School. This will be completed by the Head Teacher and reviewed annually.

Sanctions and Rewards - The focus at Totnes is on the positive management of all types of behaviour. Positive behaviour is acknowledged through a points system with students receiving a gift voucher and certificate when they reach 200 points, Headteacher's reward certificates, postcards home, specific verbal praise, Student of the Week (which includes a gift voucher) and Success forms (entered on Schoolpod). Success forms and certificates are sent home when they are achieved. Negative behaviours are dealt with using a restorative educational process rather than a punitive approach. Home exclusions are avoided as far as possible and are used very rarely except for extreme types of incidents. If a young person is unable to cope within the Totnes setting or is involved in a serious incident an alternative approach is preferred such as a change of timetable to outreach teaching; this could be for a single day or a more long term strategy. The aim of our positive approach is to educate young people and teach them strategies to enable them to choose a different reaction next time.

Post Incident Procedures - Following an incident the immediate focus is to ensure that the young person, staff and other young people are kept safe. When the young person is emotionally ready to discuss the incident, a key member of staff (key worker, intervention worker) will use restorative questioning to allow the young person to reflect on the incident, how it happened and what could have been done differently. If more than one student is involved then a meeting between them is facilitated by a key member of staff. All details are recorded on a Behaviour or Incident form and parents are

informed. Staff have the opportunity to talk about any incidents during the team meeting at the end of the day and any concerns or worries can be further discussed with a manager or the Care First provision.

Early Intervention - For young people to learn they need to feel safe, calm and regulated. It is vital for staff to know the young people very well and have a heightened awareness of subtle changes in their emotional state. This allows early intervention strategies to be used such as change of activity, allowing space, physical activity, Thrive based activity, time to talk, offsite activity, meeting with a manager. This is not a definitive list of strategies; early intervention is a set of strategies that can change from person to person on a daily basis. Specific, personalised strategies are included on the young person's Behaviour Support Plan.

Time out - This is used as a positive strategy allowing the young person time to reflect and calm. At Totnes we do not use any form of negative internal exclusion.

THRIVE - All young people are THRIVE assessed on admission and progress reassessed termly. Staff are informed of the young person's THRIVE targets/strategies and these are included on all lesson plans. Teaching staff use the THRIVE information to help inform early intervention strategies and alternative lesson activities if the young person is not engaging appropriately with the planned academic lesson. Intervention staff use the information to create the programme on the young person's Intervention THRIVE plan, along with the SEMH objectives from the Education, Health and Care Plan. All staff are expected to use the THRIVE approach of playfulness, acceptance, curiosity and empathy and manage behaviour using a non-confrontational, rational approach, modelling regulated behaviour in negative situations.

Parental/Carer Support and Contact - Parents/carers are communicated with, both during an incident and following an incident. We encourage parents/carers to support us in helping our young people make safer and better choices. E mail, text messaging and phone calls are used to ensure parents/carers are contacted through their preferred method and all contact is recorded.

Abconding - If a student absconds from staff, the staff member will follow at a safe distance keeping the student in line of sight. The staff member will inform the Office Manager and follow the instructions given. If the Office Manager is not contactable, then the Headteacher or Deputy Headteacher need to be contacted. Once the student is out of line of sight or they have left the area the following plan is put in place:

- Contact with parents/carers to update them of the situation.
- Ask parents/carers to make contact with the young person.
- Time frame of 20 minutes is given for the parents/carers to contact the young person and relay message to Office Manager or the young person returns to the member of staff.
- No further action is taken if the young person returns to the staff.
- If parent/carer makes contact with the young person within the 20 minutes but the young person refuses to return then the duty of care is returned to the parent/carer and this is explicitly stated to them.
- If no contact has been made with the young person within the 20 minutes by either school or parent/carer, the parent/carer will be informed that we are now proceeding to call 101 and report the young person missing/absent from education.
- Contact with both the member of staff and the parent/carer is maintained throughout the process by either phone or text until the young person is known to be safe.
- Parent/carer is informed of the 101 log number.
- Use of restorative approaches with the young person to discuss the event.
- Review of risk assessment.

Use of mobile phones - Young people are discouraged from bringing mobile devices into the centres as they can be a source of distraction and possibly a safeguarding concern. We do not confiscate mobile devices as we appreciate this can be a trigger for our most anxious young people. As a small school we allow the young people to use their devices at break and lunchtime knowing that they are supervised at all times.

Smoking - We actively discourage smoking and educate young people about its health implications. However, we recognise that a small number of our young people use nicotine as a coping mechanism and the withdrawal of the ability to smoke occasionally could result in dysregulated behaviour around staff and other young people.

Consistency- All behavioural incidences are dealt with through a personalised approach; this relies on an in depth knowledge of the young person and context of the incident. However, the overarching ethos of a non-punitive, non-confrontational, restorative and Thrive approach ensures a high level of consistency.

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