



Behaviour Management Policy & Procedures

Review Period: Annual

Status: Statutory

Next review Date: Spring 2023

This policy should be read in conjunction with the following policies and procedures:

- Child Protection/Safeguarding
- Anti-Bullying
- Whistle Blowing
- E-Safety, Photographs and Videos
- Digital Literacy (online) and E-Safety Policy
- The Sunnydown Safeguarding File
- Permissible Sanctions
- Quality First Teaching Handbook
- Behaviour Principles

Please note that where the policy refers to the teacher as the class leader, this may also mean the CSO if they are leading the class. The Behaviour Management Team consists of the Head Teacher, the Deputy Head Teacher, the Middle Manager with Pastoral responsibility and the Pastoral Team.

Statement of Behaviour Principles

The School believes in creating an environment where adults consistently manage and encourage positive behaviour in the interest of the boys' welfare and development. Sunnydown aims to allow the boys to develop both socially and emotionally, enjoy learning and contribute to school life by providing them with a secure, challenging, stimulating and positive environment with clear boundaries and expectations. All behaviours are a form of communication. Misbehaviours are considered opportunities to learn from, for both the young men and staff. Where possible, restorative, mindful and educative approaches will be facilitated.

Monitoring

The boys' behaviour is monitored by the Behaviour Management Team using **Sleuth** (~~through lockdown this was managed through a system on Google to link with the Housepoint system~~). Good behaviour allows the boys to succeed and is rewarded through praise, house points (which are linked to RICE, the school characteristics, and recorded on **Sleuth**) and other reward systems, such as certificates, termly award trips and weekly awards for various curriculum areas. Parents are notified of these through the weekly newsletter. The Governing Body monitors behaviour through the termly behaviour report which feeds into the Head Teacher report and thorough Governor visits.

Strategy

At Sunnydown, positive behaviour in all pupils is rewarded. Guidance and structure is provided through clear boundaries together with support and guidance from all staff by:

- Using praise and positive reinforcement
- Encouraging sharing and negotiation, showing mutual respect
- Staff being good role models and modelling good behaviour
- Consulting students via the School Council when creating rules/boundaries
- Helping the boys understand the consequences of their behaviour and to make better decisions in the future

- Restorative meetings to broker understanding
- Helping children recognise that bullying, harassment and name-calling are not acceptable
- Encouraging pupils to take responsibility for themselves, helping them to become independent citizens including developing mindful practices
- Reassuring students that they are valued as individuals even if their behaviour may sometimes be unacceptable
- Encouraging resilience and independence in pupils
- Unrelenting positivity amongst the staff
- Employing effective Wave One strategies (Wave One interventions in Quality First Teaching handbook)

Staff

Every adult in the school is responsible for behaviour. The Head Teacher and Behaviour Management Team have overall responsibility for behaviour management. They ensure that staff maintain a consistent approach to the boys' behaviour. They are responsible for ensuring this Policy is reviewed annually and updated using resources such as gathering information from SIMS, parents/carers and pupils as appropriate.

Once the Policy is fully reviewed, the Behaviour Management Team shares this with staff and the School Council and presents the updated version to the Sunnydown Governing body for final approval.

Staff are expected to have read and understood the Behaviour Management Policy, to be consistent in the use of techniques to encourage positive behaviour and in the use of intervention strategies where appropriate. They are also expected to be positive role models, setting good examples for the students.

This Policy is available to both staff and parents through the school website.

On starting employment, new staff go through an induction process. One of the areas of induction is behaviour management. All new staff will be made aware of this policy and where to find it during their induction meeting.

New staff are expected to read the Behaviour Management Policy as part of their Induction and to raise any concerns which they may have over its implementation with their Manager.

Behaviour Support Strategies

Roles and responsibilities are outlined in this document as a guide and all staff are encouraged to use professional judgement.

In the Classroom

Definitions

Low Level Disruption:- talking when the boys should not be, fiddling with equipment at inappropriate times (if not part of an approved sensory strategy), making noises, refusal to attempt work or cooperate with tasks for no identifiable reason, or anything that slows down the flow of the lesson. This should not include any action that occurs as a result of the pupils' need. Staff are expected to differentiate and to employ appropriate strategies to accommodate the different special educational needs.

Medium Level Disruption:- continued low level disruption, purposeful unpleasantness or rudeness to other pupils, disrespectful comments to members of staff (cheek and answering back), any behaviours that stop the lesson or others from learning.

Serious disruption/incident:- Physical violence to a person or an object, extreme rudeness to a member of staff, persistent medium level disruption.

Roles and Responsibilities

Teaching Assistant

- To correct the boys who they are working with or supporting if they are displaying low level disruption. This does not necessarily mean boys who are in the same lesson but not being supported by the TA, for example, making comments across the room about a student's behaviour. This is the role of the teacher or lead adult in the room.
- To report any incidents of continued low level disruption or any other medium level disruption to the teacher if they were unaware of it.
- To support the boys in focusing on the requests and instructions of the lead member of staff.
- Provide emotional support to the boys should they need this to remain focused.

Teacher (including Cover Supervising Officer)

- To have overall responsibility for all behaviour in the lesson, including whilst entering and exiting the lesson.
- To support the TA in the management of low level disruption if and when appropriate, such as repeating the comments of a TA to increase effect.
- To be responsible for and employ strategies to deal with any medium level disruption (see procedures).
- To assess the pupils' level of behaviour and decide whether they are able to remain in the lesson or to employ the REST strategy and then decide whether they are ready to return to the lesson.
- To make the final decision as to whether the management of a particular incident is passed to the Pastoral Team.

Pastoral Team

The Pastoral Team has four main functions:

- To respond to the request for support in lessons to ensure that the lead member of staff can continue with the intended lesson to the remaining students. This may result in some advice or other more formative action such as removal for support.
- The provision of 1:1 sessions with pupils or groups of pupils identified through the weekly Behaviour Meeting. These sessions can be used to address short or long term emotional issues that can affect the individual's ability to access the curriculum. These sessions are monitored and the main points minuted.
- The provision of emotional and academic support in lessons or in the Pastoral Suite when students are having particular and temporary difficulties accessing the lesson.
- **To offer advice and support to teachers and teaching staff in specific behaviour management strategies.**

All members of the team contribute to the weekly Behaviour Meeting.

Senior Management

- To collectively have overall responsibility for whole school behaviour within the school, both in and out of lessons.
- To support Teachers, Teaching Assistants and Pastoral Team in the management of behaviour in the classroom and to be responsible for pupils when removed from lessons in serious incidents or where the decision has been taken to issue a pupil with an internal suspension.

Physical Intervention

The use of physical intervention within the School will be an exceptional occurrence. The use of physical intervention must at all times comply with the following requirements.

- Physical intervention is only permissible where staff are attempting to prevent a student from harming himself or others, or to prevent serious damage to property
- Only the minimum force necessary to prevent injury or damage should be applied
- As soon as it is safe, physical intervention should be removed to allow the boy to gain self-control

- Staff are not expected to intervene with a pupil if they are likely to put themselves at risk of injury. If this is the case they should seek assistance immediately.
- Every effort should be made to ensure the presence of another adult in situations where physical intervention is a possible outcome and if possible 3 adults, with one acting as an observer. A member of the Senior Leadership Team should be present if possible if the RPI goes over an extended period of time.
- Any member of staff who uses physical intervention should ensure that the facts of the incident are fully and promptly recorded in accordance with Sunnydown's procedures. This includes an entry on Sleuth and by completing appropriate documentation held in the Deputy Headteacher's office. This should be done as soon as possible after the incident. This includes an entry into the Physical Interventions Record Book and a write up of the incident which should be filed in the appropriate area. A copy of this write up should be logged on Sleuth.
- When the time is appropriate it is important that the young person involved in the physical intervention is given some feedback on the reasons for the need to intervene.
- Parents should be informed on the day of the incident.
- Staff involved should be given the opportunity to discuss the incident with a member of SLT due to the sometimes distressing nature of such incidents.
- Where students have a Positive Handling Plan, this should be updated. Where students do not, it should be considered if one is required.

Any incidents involving physical intervention will be assessed dynamically. Wherever possible, the student(s) involved should be escorted to a calm area away from other students, however, it may be appropriate to remove other students and remain in the vicinity if it is safer and maintains the dignity of the young man involved. There should be 2 adults present at any time wherever possible in such a situation). The following information is to be recorded:

- the name of the child
- the name of the staff member(s) who used physical intervention
- intervention techniques used prior to the incident
- the date, time and place of the incident
- the circumstances of the incident and the factors leading up to the incident (any triggers)
- the nature of physical intervention used in a commentary style
- the names of any witnesses
- any injuries that may have occurred during the incident to either the student or the staff
- any damage to any property.

A record must also be made of any further action taken and contact with parents/carers.

This section should be considered in conjunction with section 27 of the schools Child Protection and Safeguarding Policy.

Positive Handling Plans (PHPs)

Some students whose history of behaviour suggests a greater likelihood for the need of physical intervention have a PHP recorded in the staff shared area. PHP's should be reconsidered after each episode with any new intelligence gained from the experience. All students will have an individual risk assessment which will note any of these concerns/These individual documents are accompanied with a Risk Assessment and should be updated after an incident should one occur.

Rewards

Sunnydown School acknowledges the use of rewards and positive praise as a key strategy in developing self-esteem and managing behaviour. 'Positive Praise' should be used at every opportunity where appropriate. Formal rewards include but are not limited to:

- Weekly subject awards such as 'Chef of the Week', 'Artist of the Week, 'Scientist of the Week'
- House points and House point Trip (termly)
- Phone calls home
- Certificates for achievement
- Annual awards ceremony

- Yr 11 Graduation
- Baton Award

Behaviour Management Strategies

Below is a list of strategies that can be employed to encourage good behaviour at Sunnydown School, to ensure that all the boys feel safe and are able to learn. It is likely that many of the boys will have specific strategies which will be designed with the Pastoral Team who will share them with all other members of staff.

REST

The REST Strategy (or RE-Start) gives the boys the opportunity to recognise that they may take some time out to readjust themselves emotionally for the lesson if they are having difficulties. Should a student choose to use the strategy or if they are advised to use it, this is recorded on SIMS. The key points of the strategy are listed below:

- The REST Strategy should be for a maximum of 5 minutes and outside the classroom/teaching area.
- The boys should make every effort to request to use the strategy in a polite manner. If they are unable to communicate, then the main thing is that they are able to leave.
- A member of staff should check to see if the student is OK within those 5 minutes, but they should be aware of their whereabouts and emotional state at all times.
- **A STUDENT SHOULD NOT BE REFUSED THE OPPORTUNITY TO USE REST AND LEAVE THE CLASSROOM**, however, if it is felt they are not using the support appropriately, then this should be reported to the Pastoral team for discussion.
- Students should be reminded that this is not a punishment.
- A student can use the rest strategy twice in a lesson.
- Should they ask for a third time, then it would be advisable for the Pastoral team to be called in to support, however professional judgement should be used.
- The individual use of the rest strategy will be monitored in behaviour meetings and identified in termly reports.
- This should be noted on Sleuth.

Strategies to support Classroom Management

Structuring the environment

When a member of staff needs to speak to a child, whether they sit or stand can communicate the nature of the discussion, and may help the boy modify his behaviour.

Prompting

Gentle reminders to a pupil of what he needs to stop doing or prepare for can help the child to adjust to a change. This can be verbal or sensory input.

Active listening

Sometimes, listening to what the boy has to say and exploring and acknowledging his feelings through the use of reflective responses can help him feel that:

- someone else acknowledges the reality of his feelings
- he is not alone
- someone cares

Sometimes, this can be enough for a pupil to stay in control.

Interpretation

Staff should ask the student to verbalise what has happened and ask him if there was another way in which he could have dealt with the situation. Advice should also be provided on how he could have managed the situation in a different way.

Backing away

This is not the same as backing down or giving in. It is simply giving the boy time to calm down before the situation is discussed with him. Staying and continuing to challenge and confront someone who is already angry is likely to make the situation worse. Alternatively, allow the pupil to back away through offering him a verbal or physical way out. Often the support of another member of staff as a 'new face' may well help.

Reassurance

If a student's behaviour is motivated by anxiety or uncertainty, verbal reassurance can help head off inappropriate behaviour. The boys do not always appreciate what is provided for them on a daily basis and need additional reassurance as to how important their wellbeing is to adults.

Proximity

A strong staff presence can be enough to encourage students to adopt more appropriate behaviour, however, this should be done in a supportive way as opposed to in a threatening manner.

Involvement and interest

Staff showing interest and involvement in a situation can diffuse matters.

Redirecting/instructing

Trying to refocus the boy away from what he is doing on to something else is a way of avoiding confrontation. A clear instruction to the pupil to stop certain behaviours or start something else can prevent inappropriate behaviour developing.

Safe Place

Particular students may have agreed safe places in the school. Should they choose to use these, then staff should ensure they reach them, Sometimes it may mean they follow from a distance. Be aware that this might antagonise the student and it may be sensible to employ a 'new face' at this time.

Sanctions

Minor breaches of discipline are generally dealt with by staff in a calm, caring, supportive and fair manner, with some flexibility regarding the pupils' age and needs, as far as sanctions are concerned. Humiliation, withholding food or the use of physical punishment or the threat of them are NOT used in managing students' behaviour.

Each case is treated individually, bearing in mind the special needs of the boys concerned. Pupils are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions. Bullying is not tolerated.

If a student is inhibiting the learning of others, he can be briefly sent out of class. He can also be advised to use the REST Strategy to give a sense of responsibility and control over a situation. Time spent out of class can be made up at break or lunchtime if appropriate.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as break times, moving boys to sit away from others and if necessary making contact with parents to inform them of the behaviour.

Incidents giving cause for concern are reported on SIMS. Parents will be involved at the earliest possible stage, if problems are persistent or recurring. This may be done by either the teacher or the Pastoral Team.

Procedures for dealing with serious behaviour difficulties

- A verbal warning from the Headteacher or Deputy Headteacher as to future misconduct
- Internal Exclusion/Isolation
- A letter to parents /carers informing them of the problem
- A meeting with parents/carers, and a warning given about the next stage unless there is an improvement in the pupil's behaviour
- Internal supervision
- If the problem is severe or recurring, then exclusion procedures can be implemented by either the Headteacher or the Deputy Headteacher in his/her absence
- Involving parents/carers and support agencies
- Permanent exclusion after consultation with the Governing Body and the Local Authority
- Parents have the right of appeal to the Governing Body against any decision to exclude

N.B.

- A very serious problem may result in the normal procedure being abandoned and a student being sent home straight away.
- Some incidents may require the involvement of the police.

Recording of Incidents and Communication

Details of all incidents should be recorded on Sleuth. It is essential that all sections are completed so that behaviour trends can be analysed effectively.

On a half termly basis, a Preventions Manager visits the School (also known as the Standard 20 visitor). Part of her/his role is to check all records relating to the management of behaviour. The outcomes of this monitoring process are recorded within the Standard 20 report.

The Behaviour Team produce a termly Behaviour Report which forms part of the termly Headteacher report.

Specific Behaviours;

Harmful Sexual Behaviours

Certain behaviours are considered under this section of the policy. Although some key definitions are detailed below this section is not limited to those behaviours and will seek to inform actions against any other harmful sexual behaviours that might not fall into these definitions.

They include (but not limited to)

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

Sexual harassment: this 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.

Sexist Comments: Sexist comments are those which discriminate or are derogatory based on sex. Being an all boys school with a large percentage of female members of staff there will be a particular focus on sexism towards females.

Responding to Reported Incidents.

Although this document is part of the school behaviour policy, all incidents of any harmful sexual behaviour will be treated as safeguarding incidents and as such will be referred to a member of the Safeguarding Team. A CPOMS entry will be made under the heading of Sexual Violence, Sexual Harassment or Harmful Sexual

Behaviour. Any such incidents will be considered with another DSL to decide on any course of action. This can range from internal actions such as brief conversations with students and parents to the reporting to agencies including the Police. In all cases the parents or guardians of both perpetrator and victim will be kept informed of developments, unless such communication increases the risk of the student coming to further harm. It may be that after investigations that there are innocent reasons for incidents, however, they will remain logged on CPOMS under the headings identified above to allow data scrutiny to search for any patterns of behaviour.

In the early stages of any reported incidents, it is important to consider the dynamics of any individuals or groups so that neither victims or perpetrators are exposed to any individuals or groups who may wish to seek retribution themselves. Such considerations will be taken into account when talking to the victims and perpetrators.

Zero Tolerance Approach

Sunnydown School will investigate any reported incidents that may come under the headings identified above. Investigations will be carried out sensitively and as a priority, with the understanding that Sunnydown School is a school for boys with communication difficulties. In all cases both the alleged victim and perpetrator will be treated with dignity with an educational approach to avoid any repeat behaviours. Any actions taken will be considered on a case by case basis. Any conversations will be measured, supportive and in line with the ethos of preparing the boys to deal with and avoid any such incidents in the future. No incidents will be dismissed as 'boys will be boys' or 'it is just part of growing up'. Any students reporting any incidents either involving themselves or someone else, will be listened to and reassured that their concerns and allegations will be investigated thoroughly. The message that Sunnydown School does not and will not accept any behaviour of this nature should be communicated to the student.

Staff at Sunnydown are expected to act no matter how small an incident. The understanding that the boys have communication difficulties does mean that the boys may say inappropriate things that they do not understand. Staff should always act, even if this is in a low level manner such as explaining to the student how their comment may be inappropriate. This acts to combat the 'normalising' of this type of culture and acts to avoid incidents of a more serious nature.

Sanctions

Sanctions, if any, will be considered on a case by case basis. The focus of any interventions will be around educating and supporting perpetrators, victims, witnesses and any third parties involved. Such sanctions can range from verbal warnings up to a permanent exclusion from the school.

Where appropriate restorative meetings should be considered to allow the boys to learn and to support the restoration of a situation, however, the feelings of both victim and perpetrator will be considered when making these decisions.

Support

The support in place for victims, witnesses and perpetrators is paramount. The support may come from a member of the pastoral team, however, it may be more appropriate for a more specialised approach through an external agency if required. Where help from outside agencies is needed, it is considered best practice to seek the consent of parents, however, the school reserves the right to seek support without consent if it is in the best interests of any of the students.

Education

Sunnydown has a comprehensive PSHE programme of study which includes RSE and focuses on forming healthy relationships. This is key to combating any types of harmful sexual behaviour and to help the boys to be able to have healthy personal relationships in the future.

Communication with Parents

Communications with parents about aspects of behaviour and support/advice for helping parents navigate online safety are part of this process. Dedicated members of staff are assigned the duty of overseeing e-safety within the school. Communication with parents on individual incidents will be robust and will seek to work collaboratively with families to ensure that the boys are able to engage in healthy and fulfilling relationships as young men and adults.

Training

All staff will be given training on how to identify and deal with incidents of this nature. Where appropriate members of the DSL team may attend additional training to support in the handling of complex incidents. Any forms of harmful sexual behaviour have always had and will continue to be treated with great importance at Sunnydown.

Other Specific Behaviours

Smoking

The Governors have implemented a No Smoking Policy which prohibits staff and visitors from smoking within the School. Sunnydown has developed anti-smoking components in its Personal Social Health and Economic Education (PSHE) and PE programmes. Smoking should be discouraged by all adults.

The Governing Body had agreed that boys smoking in the School is unacceptable and intolerable. Should one of the boys be caught smoking, then parents will be informed immediately and appropriate actions, including sanctions and support, will be put into place.

Drugs and Alcohol (Prohibited items)

Drugs and alcohol education will be delivered through the PSHE curriculum to increase awareness about the potential dangers. Should any students be found on site in possession of any such substances (or any items that could be considered detrimental to ensuring a safe and calm environment) they should be immediately confiscated and they will not be returned to the student. Parents and if necessary the Police or other outside agencies will be informed and appropriate sanctions (including permanent exclusion if deemed necessary) will be put in place. In each case a process of education for the student should follow to ensure there is no repetition.

Knives and Weapons (Prohibited items)

Knives and weapons will be discussed through the PSHE curriculum to increase awareness around the dangers of possessing knives and weapons. Should any students be found on site in possession of any such items (or any items that could be considered detrimental to ensuring a safe and calm environment) they should be immediately confiscated and they will not be returned to the student. Parents and if necessary the Police or other outside agencies will be informed and appropriate sanctions (including permanent exclusion if deemed necessary) will be put in place. In each case a process of education for the student should follow to ensure there is no repetition.

Lunchtime supervision

At lunchtime, supervision is carried out by members of the teaching staff. Boys may be referred to a member of the Behaviour Management Team if necessary. Members of staff are expected to maintain order. Usually this consists of reminding pupils of the standard of behaviour expected. This will usually defuse a situation. Entries onto Sleuth should be made where appropriate.

Parents

Parents can help by:

- Recognising that an effective School Behaviour Policy requires close partnership between parents, teachers and pupils
- Discussing Sunnydown's expectations with their child, emphasising their support of the rules and assisting when possible with their enforcement
- Attending Parents' Evenings, parents' functions
- Knowing that learning and teaching cannot take place without sound discipline
- Remembering that staff deal with behaviour problems patiently and positively
- Ensuring that their child attends in full school uniform or with appropriate notes for any problems to help to avoid any challenge throughout the day.

Restorative Justice

With all behaviours the school takes a 'therapeutic' approach and tries to see every situation as a learning opportunity. Being 'Restorative' focuses on building positive relationships based on responsibility, respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides the boys with the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused.

Further Action

Should further action be required following an incident, this should be discussed with a member of the Behaviour Management Team, and contact home should it be considered necessary. This should be fed back to the classroom teacher/CSO via the 'follow up' option on Sleuth where appropriate. In addition to this, periods where there is an escalation in the behaviour or conduct of a particular student, either in frequency or the type of behaviour, then strategies will be discussed within the weekly behaviour meetings. Any strategies decided upon will be shared at the Monday morning briefing,

Classroom Procedures

The following procedures should be followed to ensure consistency in our approach to behaviour. Before staff take the decision to move to the next stage, they should be sure that they have used the strategies at their disposal, including any specific strategies designed for individual students.

Low Level Disruption

This should be dealt with by all adults present in the room. The leading teacher (this includes the TA if they are leading the lessons as CSO) has overall responsibility. If this is managed in the lesson, there is no need for an entry on Sleuth.



Persistent Low Level Disruption or Medium Level Disruption

Teacher/CSO interaction. Please see various strategies to support classroom management. (Quality First Teaching Handbook, Behaviour Policy, Behaviour Support Process)



AT THIS POINT AN ENTRY ON SLEUTH SHOULD BE MADE FOR INFORMATION. THIS DOES NOT REQUIRE A DETAILED DESCRIPTION OF THE BEHAVIOUR.



Continued Medium Level Disruption or Serious Incident

Where strategies have been exhausted pupils can be removed from the lesson with the support of the Pastoral Team. This should be logged onto SIMS and details are required. If the incident is serious enough, then a member of the Senior Leadership Team should be informed. They may support any strategies thereafter.

SHOULD A STUDENT REACH THIS POINT THEN A MORE DETAILED DESCRIPTION SHOULD BE ENTERED ON TO SLEUTH TO SUPPORT THE BEHAVIOUR TEAM IN PLANNING SUPPORT STRATEGIES.

Safeguarding

If an incident gives rise to a safeguarding concern then staff should follow reporting procedures as outlined in the School Child Protection and Safeguarding Policy. This will include completing an entry on CPOMS.

E-Safety and Digital Literacy

An Acceptable Use Policy (AUP) will be signed annually by students and their parents. In addition to this the boys will be asked to read through the AUP when logging into their Chrome device for the first time.

The AUP states that we believe personal electronic equipment is a way of life. We wish to promote responsible use of such devices and social media applications, through developing digital literacy (discouraging inappropriate* use) amongst all pupils. *'Inappropriate use' is considered to include deliberate access to anything*

outside of respective age limits or compromises British/Sunnydown Values and our vision and Mission, or not following the AUP.

The misuse of ICT and electronic equipment in all of its forms is considered a misbehaviour and will be dealt with according to our behaviour principles and if necessary, our Safeguarding procedures.

Situations where additional actions may need to be explored include:

- when school systems are at risk or their security may be compromised
- where a young person is at risk of harm

All incidents will be considered on an individual basis:

Out of Class Procedures

Any behaviour which is deemed to be in contrast to the ethos of Sunnydown School should prompt action from staff. In the case of any minor incidents, staff should intervene in an attempt to resolve the situation and to encourage pupils to learn from the experience. Staff are encouraged to employ strategies and sanctions to support the behaviour in the school and ensure the boys are able to learn. If the behaviour is minor and the strategies employed are effective immediately then they do not need to be logged onto Sleuth (eg: silly behaviour which is stopped with just a warning). If more demanding strategies are used then these should be logged onto Sleuth. Should the REST Strategy be used, then this should also be logged on Sleuth

In the event of a more serious incident, such as extreme and direct rudeness to a member of staff or physical violence to any person or property, then a senior member of staff and member of the Pastoral Team (especially if they are currently working with that student) should be involved. As with classroom procedures, the member of staff dealing with the incident is responsible and should remain with that pupil/group of pupils until a senior member of staff is available to take over unless unsafe. Should the member of staff feel they are in need of support then they should seek help from other staff at Sunnydown. Staff are encouraged to be vigilant and support one another in dealing with challenging situations. This may be as simple as remaining in the vicinity until a situation is resolved.

Administration

Incidents should be followed up with an entry onto SIMS as soon as possible. If they are for information then they should be sent to form tutors and should be marked as resolved. At this point there should be a dialogue between the Form tutor, teacher and if necessary Senior Leadership to decide on a way forwards. Following the processes used during lockdown, this process will be under review on our return in March 2021.

Thrive Approach

Thrive is a systematic approach to the early identification of emotional need in children and young people so that differentiated provision can be put in place quickly by adults working most closely with the child or young person. The Thrive Approach can make learning more accessible, more effective and more fun. It enhances emotional literacy and directly contributes to the development of learning power. The approach is informed by up to date neuroscience, attachment theory, learning theory, child development, studies and research into risk and resilience factors. We need to address pupils emotional developmental needs as this helps to build resilience and resourcefulness, helping to decrease the risk of mental illness. For those pupils who have been excluded from school, who may have adverse childhood experiences, Thrive enables them to be met in the most supportive way. It supports staff to have a good enough theoretical understanding of what is going on for these pupils to provide the pupils with the most useful set of skills to know what to do and how to do it. This then will allow pupils to re-engage in learning and increase their life chances.

Team Teach

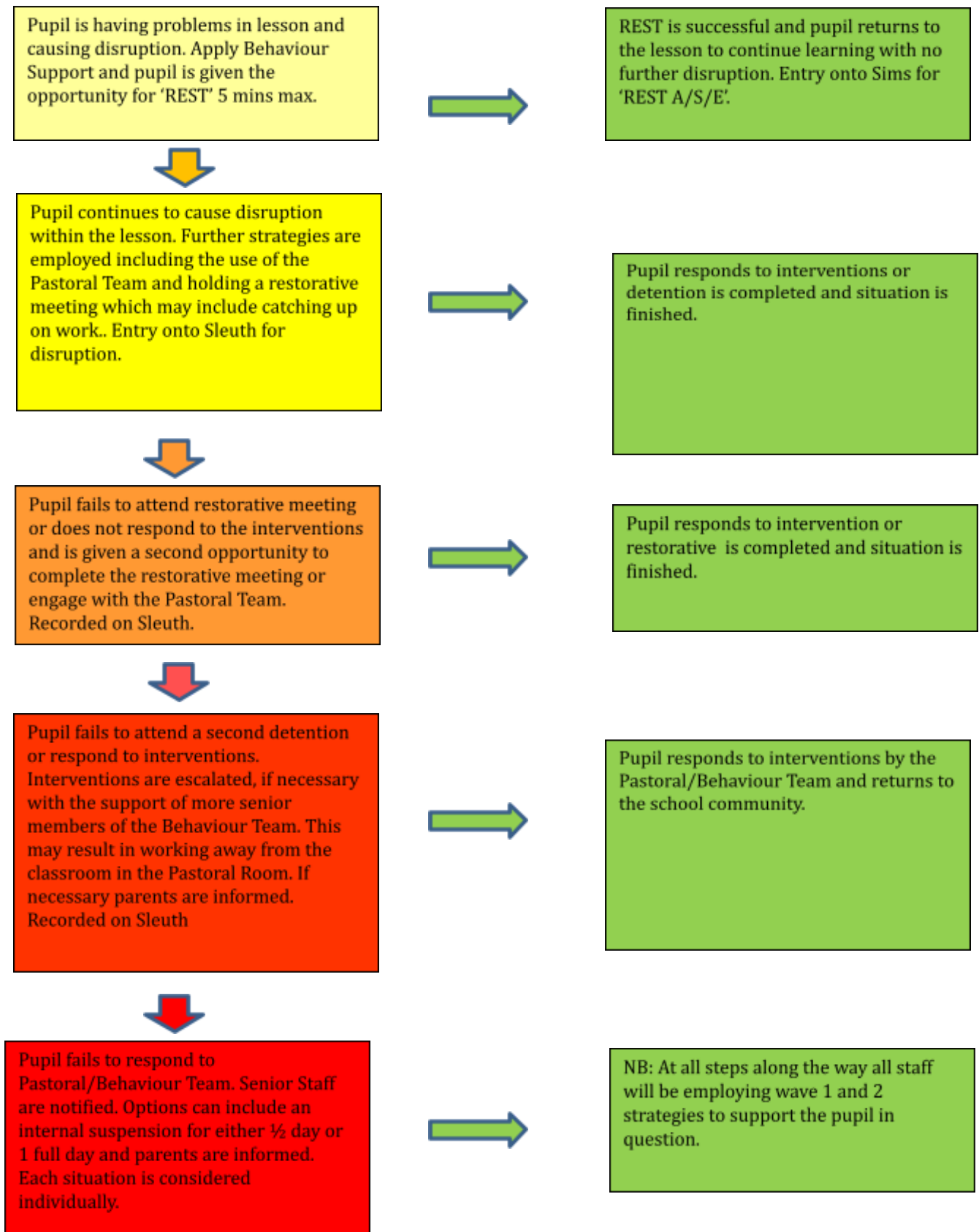
The behaviour team are currently exploring training opportunities around the Team Teach approach. This in turn will come with changes to behaviour practice school wide. Due to this addendums may be made through the year if necessary to avoid re-writing and seeking additional governor approval. Team Teach is an accredited, award winning provider of positive behaviour management training, equipping individuals and teams in a variety of

settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships at work or in daily life.

The Deputy Headteacher has already completed the first stages of training for Team Teach De-escalation. It is intended that he will complete the training for Restrictive Physical Intervention that will qualify him to train select staff on site in RPI.

APPENDIX 1

Sunnydown School – Behaviour Support Process



At all times, there should be a restorative approach to your practice.

APPENDIX 2

Behaviour Support Model

In most situations at Sunnydown, disruptive behaviour in class is often down to one of 3 different causes. As soon as one of the boys starts to exhibit disruptive behaviour, they should be asked to leave the room. Not as a punitive measure but with support to allow them to employ their 'REstart STrategies'.

Academic Difficulties

In this situation the boys may be demonstrating behaviour because they are finding the work too easy or too challenging.



TA or teacher to join the pupil outside to ascertain what help or support is needed to re-engage that pupil. On his return to the lesson there should be a period of 'intense' support to ensure that the pupil is able to re-engage in the learning. Entered on Sleuth as REST A.

Social Difficulties

This situation may occur if the boys have had an argument with someone or are having difficulties with someone in school.



TA or teacher to join the pupil outside to see if they can resolve the situation. This may involve other boys from the class at this stage but should have minimum disruption to the class. Entered on Sleuth as REST S. If this is likely to be a prolonged task then the Pastoral Team should be called to allow the TA to return to the class.

Emotional/Sensory Difficulties

These sort of situations occur where one of the boys may be experiencing some difficulties out of school or are feeling down about something which is making it difficult to concentrate.



TA or teacher to join the pupil outside to see what that particular student is finding difficult. Support should be given where appropriate and a judgement should be made to whether or not that pupil could/should return to the lesson. Entered on Sleuth as REST E. If not, then support from the Pastoral Team should be called upon.

Failure to work with the adults in these situations could then trigger support from SLT. There may well be situations whereby pupils have to be removed from the lesson without any 'REST' time.

