



Esland North Limited

ED0012D - Promoting Positive Behaviour and Consequences

Introduction

This policy has been written with regard to the non-statutory advice: Behaviour in schools (2024) and Mobile phones in schools (2024).

This policy should be read in conjunction with the school's Child Protection and Safeguarding Policy, Whistleblowing Policy, Anti-bullying Policy, Online Safety and Staff Code of Conduct Policy.

At Esland Daven School, we aim for the development of the whole student encompassing all learning, including skill acquisition, building relationships with others, developing knowledge, and making progress through a variety of activities. These learning activities can be in the more formal setting of a classroom but should also be promoted in the more informal settings out of the classroom.

Learning to socialise, co-operate, negotiate, and collaborate are key skills that young people will need to adopt to become good citizens and take their place in society as young adults. Young people should be given the opportunities to promote their understanding of these issues and the teaching and residential care workers have a significant responsibility in this. The school also seeks to actively promote good values such as tolerance, the rule of law, individual liberty and democracy (FBV).

We understand our duties under the Equality Act (2010) including issues related to students with SEND and how we make reasonable adjustments.

At Esland Daven School, we endeavour to provide opportunities for student growth and development in the above areas, both in and out of the classroom. Personal, social and health education alongside Social, Moral Spiritual and Cultural opportunities provide the backbone of the curriculum and materials are used to empower young people and develop a local and global sense of identity and responsibility.

It is important that the rules and expectations at Esland Daven School are adhered to, and that students are encouraged to discuss any problems they may have with a teacher or another adult. The rules are simple and straightforward to ensure understanding by all and are displayed around the building. However, we recognise that students do not sometimes act within the rules or expectations and on these occasions, staff must respond in a consistent, clear and purposeful way, to ensure that the school environment remains a safe and welcoming place for both staff and young people alike. Under no circumstances is any form of corporal punishment permitted, nor the use of Physical Intervention as a punishment.

Training

As a trauma informed setting, all staff are trained in several areas of SEN and disability - such as autism spectrum diagnosis, ADHD and attachment theory plus areas of therapeutic parenting and prevention, protection and restoration techniques including PACE, ACES, Zones of regulation and mindfulness. As part of their Induction, all staff also receive training in first aid and Physical Intervention and how to use this training to positively manage behaviour around the school. Staff are also routinely made aware of the contents of this policy and its aims and objectives in helping young people to manage their behaviour and to receive the best support from staff to achieve this.

Behaviour Management Systems

At Esland Daven School we use a trauma-informed approach to supporting students to display positive behaviour of which they can be proud of. Each child has an Individual Behaviour Support Plan (IBSP) which they are encouraged to contribute to. The IBSP includes strategies that are considered effective for supporting that child, potential triggers and response, effective de-escalation techniques and how PACE can be best used to support that particular child. The IBSP is accompanied by an individualised risk assessment.

All staff and students at Esland Daven School are clear on how we uphold our Esland values.

The Esland values of Bold, Fun, Kind and Curious are shared regularly with students, parents/carers and are on display around the school. Children are awarded points for demonstrating these values and the character strengths that we want to see in all members of the Esland learning community. These are logged on BromCom as positive events and are linked to the praise that a student receives and a reward at the end of the week/term, depending on what will be most effective for the individual.

Examples of behaviour's linked to Positive Events

- Communication.
- Creativity.
- Empathy.
- Friendship.
- Personal identity.
- Problem solving.
- Questioning.
- Resilience.
- Respect.
- Safety.
- Self-awareness.
- Self-confidence.
- Self-expression.
- Self-regulation.

Exceptional Behaviour and Attitude

Our children receive recognition for behaviour and attitude which is above and beyond. These can be formally noted on BromCom, and students receive headteacher recognition and positive notes sent home.

Reflection Time

It is important for our students to reflect on their behaviour and these reflections are carried out regularly with a key adult to support personal development. Reflection may lead to positive praise for exceptional behaviour but may also indicate where restorative work or attunement is required.

Scope for Unacceptable Behaviour

We acknowledge that there will be times when our student's behaviour is unacceptable and falls below expectations. This is often linked to their prior and/or current lived experience. Sometimes transition into school takes time and the behaviour of the student falls below what is expected within a school environment. The school maintains high expectations of student behaviour and conduct, based on relationship and trauma-informed practice. The school has developed a set of clear expectations which will allow learning to take place, and these are displayed around the building. These expectations are not negotiable and are a basic school requirement, ensuring an orderly environment for the whole school community. The range of behaviour seen are varied and differ between young people given their background history. Some of the behaviours that fall below our expect standards include

- Being unkind.
- Bullying.
- Leaving the room without permission.
- Not completing the appropriate amount of work.
- Calling out.
- Rudeness to staff and other students.
- Unacceptable behaviour towards staff or other children including spitting, physical threats or intimidation.
- Rude or abusive language.
- Non-compliance with staff instruction.
- Physical assault on peer/adults.

- Behaviour likely to disturb the learning of others.
- Behaviour likely to cause damage to property or equipment.
- Behaviour where students have made malicious accusations against staff.
- Bringing in or using banned items.

This list of behaviours is not exhaustive but provides a framework for evaluating individual issues and approaches. We log behaviour which falls below our expected standards on BromCom in the following ways

Low Level Behaviour

- Persistent refusal to follow instructions.
- Persistent swearing.
- Incomplete learning.
- Behaviour.
- Damage to property.
- Verbal aggression.
- Physical aggression.
- Absconding.
- Throwing/hitting objects.
- Vape/banned substances in school.
- Use of mobile phone in school.
- Theft.

Bullying

- Disablist.
- LGBTQAI+.
- Racial.
- Physical.
- Verbal.
- Emotional.

The purpose of recording behaviour is to enable swift and effective action to take place to both ensure that high-quality learning can take place that students needed additional support receive it. The earlier that intervention can take place the more positive the outcome will be.

Students will receive a consequence for any negative behaviour, appropriate to the circumstances. This will be decided upon by the teacher, where necessary in consultation with the Assistant Headteacher (SEND/Inclusion).

Consequences may include:

- Catch up/rescheduled missed learning.
- Reparation of damage.
- Restorative conversation with those involved.
- Offer of an apology.
- Change of classroom activity.
- Natural consequences.

The purpose of any sanction must be clear

- Deterrence: can often be effective deterrents for a specific student or a general deterrent for all students at the school.
- Protection: keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a classroom, may be immediate or after assessment of risk.
- Improvement: to support students to understand and meet the behaviour expectation of the school and re-engage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students should be supported to understand and follow the rules. This may be via consequences, reflective conversations or targeted pastoral support.

In all circumstances, informing the student's parent or carer must be part of the response to behaviour in school, including if necessary, seeking an urgent meeting with them. This meeting should occur within **3 working days**. When meeting the parent or carer, the teacher will raise the concerns they and the teaching staff have over the continued poor behaviour of the pupil and ensure the headteacher is kept informed of all developments. The staff team with clear direction from senior school leaders will evaluate daily how things are progressing with each pupil and the behaviour strategies which are required.

It is important that the pupil is supported to meet behaviour expectations in the future. Support may include revisiting the behaviour support plan, modifying a learning plan, targeted discussions and in-depth reflection. It is important that staff utilise their professional curiosity to explore the child's lived experience and circumstances to understand any potential underlying issues or risks that require additional intervention from the clinical or safeguarding teams.

Serious Incidents (including Physical Intervention)

These are recorded on BromCom, and a Physical Intervention form will be completed.

If a serious offence (such as violence, aggression, or a criminal offence in school) occurs, a student can be suspended **as a last resort for a fixed period of time**.

The length of the suspension depends on the seriousness of the offence and the risk posed to other students. A suspension can start from an afternoon for a one-off offence that does not require police involvement, to a suspension of multiple days.

During this time, work will be sent home either in hard copy or email format. Therapeutic input may be required; this may also entail organising home tuition for a period of time until we feel that the student is ready to return to the school environment. The option of suspension will only be taken in exceptional circumstances. Should this suspension option be taken, the headteacher will discuss the reasons for the decision and make clear the proposed plan to enable the student to return to school.

If applicable, social workers will be informed at the point of an incident via an immediate telephone call/email. Once complete the social worker and care home will receive an approved copy of the incident or Physical Intervention via email from our Management Information System/ school.

Consultation with a student's parent or carer must be undertaken to establish any reasons outside school which may have adversely affected the behaviour of the student and to establish whether alternative action should be taken to support the student. The following are examples where suspension may be used, but the decision must take account of the context and any earlier decisions on exclusion:

- Violence or intimidation towards staff and/or other young people including bullying
- Serious vandalism
- Sexual or racial harassment (including electronic communications)
- Possession of, abusing or supplying drugs, alcohol or solvents
- Stealing
- Carrying offensive weapons
- Placing themselves in danger e.g. climbing
- Persistent disengagement that impacts the good order of the school.

A decision must not be made until the headteacher is in possession of all the relevant information and the student's involvement in the incident is clearly established. The exception to this being where there is an immediate safety risk to the student, other students or staff. Permanent exclusion will occur if there is persistent repetition of a serious offence.

Return to School

Prior to a student returning to school following a suspension, the headteacher must consider a risk assessment to highlight any necessary changes to the supervision of the student in school. This may involve individual plans, changes to the timetable to keep the student away from another student, or an increase in staffing whilst the student is at school. On the day of return, the student must have a back-to-school meeting to explain how the return to school will be managed and to ensure the student is supported in not repeating the behaviour that required an exclusion in the first place.

Reflective meetings, which include restorative approaches, are used to ensure any teacher, care staff or student has a way forward and the forum to express their views, explain/understand the impact of their behaviour and where or if necessary, apologise for their actions. If damage has occurred, then the student is offered the chance to make reparation. In very serious cases of extreme damage, the school reserves the right to involve the police and will act on the advice provided.

Reporting of Serious Events

It is important that records of any serious incidents that occur in school resulting in a fixed-term exclusion are recorded on our Management Information System. These incidents are reported weekly as part of the Key Performance Indicators report produced by the headteacher to the executive headteacher and directors as part of their governance responsibilities. A letter notifying the parent or carer of a suspension will also be written by the headteacher or deputy headteacher detailing the reasons for the suspension (and evidence where appropriate/allowed within confidentiality and legal bounds), the response required from the student (if any), a time-frame for re-inclusion and any stipulations attached to the return to education. In all cases, where applicable, a letter will also be sent to the student's social worker.

Adult Responses to Behaviours of Concern

Where appropriate, sanctions can be imposed on a student following inappropriate behaviour. The schools follow a behaviour matrix that outlines the behaviours of concern and possible adult responses, and it is imperative that any sanction imposed must be appropriate to the behaviour. In all cases:

- sanctions must be recorded on the BromCom incident report.
- they must be discussed with the student's carer or parent.
- appropriate to the reason for applying the sanction.
- not unnecessarily severe.
- understood by the student.

If any of these cannot be fulfilled, a full discussion must follow involving the headteacher.

Retention of Rights

In addition to the above action, all staff and young people retain the right, without prejudice, to notify the children's services, the LADO or police authorities following incidents of assault, theft or vandalism to their personal property by another person. (See safeguarding and whistleblowing policies).

We have a strict policy of no cigarettes, drugs or weapons on the school site (see the Prohibited Items section). Should a pupil be suspected of carrying any of the above, staff will request that their bags/pockets may be searched. This will only be carried out with the consent of the student. In the case of any of the above being found, they will be confiscated, and parents/carers advised. Any actions will be undertaken in line with the DfE guidance: Searching, screening and confiscation (2018).

Individual Learning Plans and Individual Behaviour Support Plans are set and reviewed each half-term.

Any behaviour issues identified through this process, and which are of concern to staff will be fully considered by members of the SLT in order to ensure that the right approaches are established to assist individual pupils.

Prohibited Items

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the student).
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Vapes/e-cigarettes.

Mobile Phone Statement

The following non-statutory guidance by the DfE sets out recommendations in relation to mobile phone use whilst at school.

“Mobile phones risk unnecessary distraction, disruption and diversion. One in three secondary students report that mobile phones are used in most lessons without permission. This not only distracts the single student using the phone but disrupts the lesson and diverts teachers’ efforts away from learning. We owe it to our children to do what we can to remove distractions and enable the, to be fully present and engaged in the classroom.”

“By removing mobile phones, children and young people can spend more time staying active and socializing face-to-face, activities which have a positive impact on wellbeing”

(DFE February 2024)

At Esland Davel school, the rules for mobile phone use are as follows

- Students are permitted to keep possession of their mobile phone if it is kept switched off and at the bottom of their school bag at all times.
- However, if students are seen with their mobile phone at any time, including at break times, then their mobile phone will be confiscated and stored in a secure location until a convenient time when the school can return it to a parent/carer.
- The school will record ALL non-compliance with it’s no phones in school policy on BromCom and further sanctions, beyond confiscation, will be considered when students repeatedly have a mobile phone in school.
- Where students need access to a mobile phone for exceptional circumstances, such as a diabetes blood-sugar monitoring app, then this will be duly risk-assessed, and a plan put into place to support the safe use of the device.