

<b>DAWN HOUSE SCHOOL – STAFF HANDBOOK</b>	
<b>Policy Title: Behaviour Policy (for Governors ratification)</b>	
<b>Section: B</b>	<b>Policy No: B.1</b>
<b>Version Date:</b> September 2023 (ratified Nov 22)	<b>Review Date:</b> September 24
<b>Name of Originator: JB</b>	<b>Designation: Assistant Head Teacher</b>

**We aim to provide an environment that:**

- Enables learning for all within our community.
- Fosters respect and empathy for others and acceptance of differences.
- Built upon cooperation and collaborative working to give everyone a feeling of belonging.
- Supports pupils in developing the strategies to self-regulate and manage their own behaviour and take responsibility for their actions.
- Ensures everyone feels safe, cared for and valued.
- Creates and maintains a safeguarding culture in school where staff are open to sharing any concern regarding a pupil or member of staff no matter how small.

**Child on Child Abuse:**

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence, such as rape, assault by penetration and sexual assault.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

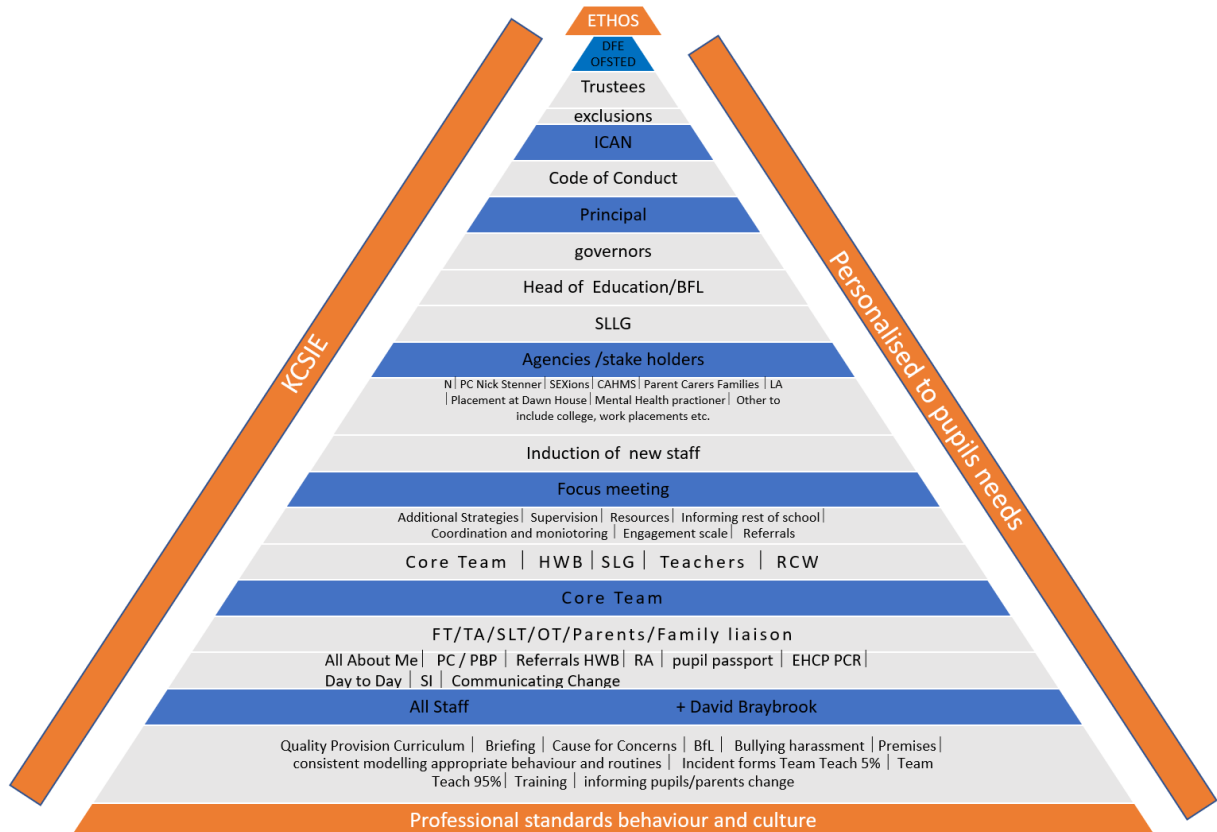
**Low Level Safeguarding, and Bullying Concerns**

Dawn House School develops a culture of openness and support. Staff through induction training and at other times are encouraged to aware of their own actions and those of others. Staff are encouraged to report anything that may cause them to be uncomfortable or have a “nagging” doubt around the action or behaviour of an adult which would not meet the “harms threshold” Low level concerns may be over familiarity with pupils, having favourite, or anything else which would raise a doubt.



A Speech and Language UK school

All low-level concerns are reported to the Principal or Deputy Principal either written through the CPOMS system or verbally. The Principal or Deputy will advise the staff member reporting when an issue has been dealt with as feedback. All low-level concerns and subsequent notes and actions are store securely within the Principal's office.



**To achieve this environment, we will:**

- All be responsible for creating a calm, purposeful and positive environment.
- Provide a curriculum that is engaging, relevant, challenging and aspiring.
- Continually work together to ensure that we all have an understanding and acceptance of differences.
- Work in partnership with pupils, parents and other agencies in the best interests of all pupils.
- Share the principles of this policy, and our expectations of pupils, parents and adults in school through our home school agreement
- Have a shared understanding of policies and procedures and apply them well.
- Understand and accept our individual responsibility and accountability in helping pupils learn.
- Ensure that the teaching and modelling of personal, social and emotional development is central to our whole provision.
- Continually develop and train staff so that they have the necessary fundamental knowledge to help pupils learn and behave well, including training on this policy during their induction programme
- Make the standards we expect explicit to all.
- Ensure that any strategy for helping pupils learn to behave is agreed a result of a core team or focus meeting and in consultation with Health and wellbeing team and SLG if appropriate.
- Effectively communicate with pupils and parents/carers the high expectations for learning and behaviour.

**We recognise that:**

- There are always reasons behind why a pupil is unable to learn effectively and display behaviour that hinders learning.
- That these behaviours that hinder the individual impact on the learning of others.
- That the needs of all pupils are different and that a personalised approach is necessary.
- That pupils and parents/carers have an invaluable role to play to maintaining standards.
- That other agencies can support and inform our practice.

### Positive Learning behaviours

Examples of pupil expectations	Examples of how we will help pupils to learn how to behave
<ul style="list-style-type: none"> <li>• Actively engage in their learning by listening, questioning, responding and thinking. [engagement scale]</li> <li>• Respect and respond positively to both written and verbal feedback</li> <li>• Respond positively to help and guidance about how to improve and develop.</li> <li>• Cooperate with everyone and respect different opinions and beliefs.</li> <li>• Always communicate with anyone in a respectful way.</li> <li>• Not to accept things that are harmful to others.</li> <li>• Voice their concerns when things are not fair or equitable.</li> <li>• Own up and tell the truth [accepting one's role in incidents etc]</li> <li>• Make amends.</li> </ul>	<ul style="list-style-type: none"> <li>• Constantly modelling the highest standards of behaviour and professional conduct to all.</li> <li>• Modelling and teaching throughout the whole curriculum the required learning behaviours.</li> <li>• Recognising and rewarding positive learning behaviours.</li> <li>• Teaching pupil's positive ways to deal with conflict or differences of opinion.</li> <li>• Encouraging pupils to be polite and assertive in responding to other pupils.</li> <li>• Supporting pupils to develop the strategies to manage their own behaviour.</li> <li>• Understanding what kindness, for example, looks and sounds like.</li> <li>• Understanding all behaviour has consequences whether that be positive or negative.</li> <li>• Encouraging self-reflection and restorative practice.</li> </ul>

### Behaviour expectations around school, at breaks and lunchtimes.

<p>We expect all adults and pupils to share responsibility for our school by:</p>
<ul style="list-style-type: none"> <li>• Walking calmly and quietly around school.</li> <li>• Taking responsibility for our own belongings.</li> <li>• Respecting the school environment, resources and others property.</li> <li>• Respecting others right to personal space.</li> <li>• Being courteous and polite</li> <li>• Not hurting others.</li> </ul>

### **Focus Meetings**

Any member of staff can call a focus meeting. Focus Meetings may be called at any time to discuss issues of concern about a pupil or group of pupils. Focus meetings can involve a number of different staff involved in teaching/caring for a pupil. A member of the Health and Well Being team should always attend. Focus meetings are a useful forum for airing and sharing concerns/formulating specific action plans and for ensuring that members of SLG are made aware of these concerns. Minutes should be taken and then strategies for implementation shared in Monday morning briefings as appropriate. Core teams should then monitor the impact of these strategies and call further meetings if ineffective.

Please remember that views expressed at focus meetings are not school policy. They may become so in the future following agreement with SLG. As minutes should not be shared with pupils, parents/carers, LA's unless there is an agreement with SLG.

### **Core Team Meetings**

May be called by a pupils' core team to discuss issues of concern at any time. Any action plan developed as a result must be approved by the Principal or Head of School before it is implemented. It is the responsibility of the form tutor or class teacher to ensure that the meeting is minuted and the minutes are distributed to all involved. When appropriate parents/carers should be informed/involved. After approval by the principal (where necessary) pupils should be informed of relevant outcomes and/or other actions.

## Appendix 1

### Positive Behaviour support Plans (PBSP's)

The needs of some pupils are such that they need support beyond that given as a matter of to all pupils. This can include behaviours that are distressing to the child themselves but have little impact on others. They are guides to help adults help the child.

The PBSP should be drawn up by the core team, RCW and any other professional working with the child in school.

To develop the plan the core team should meet and invite the PBSP lead Susan Walker for support; a member of SLG must agree the content of the plan before it is implemented.

The core team meeting should:

- Identify all the aspects of behaviours exhibited in school.
- Decide on the behaviours the student needs to learn and be supported to develop in school and in the residential setting.
- Identify triggers and decide on the strategies to be used to support the pupil in learning how to self regulate and behave. Strategies may draw on a pupil's sensory diet and should reflect their individual and communication needs.
- Agree who is to be involved in implementing the plan.
- Agree the rewards and responses or sanctions to be used to support the change.
- To identify any possible physical intervention (including escort holds) that may be used and note them in detail in the plan.
- Identify any additional support required, e.g. from SLG, time out activities, personalisation of learning programme etc or involvement of outside agencies and discuss these with relevant person.
- Agree on the timescale for implementing the plan and set a review date.
- Seek the agreement of the Principal and save in the Pupil Central File
- Relevant information/changes should be shared in staff briefing.
- Family Liaison Officer will share the plan with parents/carers and obtain their agreement through signature.
- All staff involved in implementing the plan are informed by the Core Team via email.

## Appendix 2

### REWARDS AND SANCTIONS

Pupils at KS 2, 3 and 4 are able to collect merits if they are able to...

- Develop- let adults help, knowing that it's ok to make mistakes so we can learn from them
- Engage- being curious, joining in
- Communicate- kind words, working with peers , asking for help
- Aspire- being ambitious and trying your best with work and friendships, working towards your goals

These should be awarded one at a time in direct explicit response to good behaviours for learning. Pupils can use their merit to access enrichment time on a Friday . All pupils are able to access a range of activities identified by the pupils themselves with a higher number of merits needed to achieve the most prized activities. The merit system has been designed to appeal to pupils for whom extrinsic motivation is an important motivator whilst giving pupils develop the feelings associated with intrinsic reward. It is important that rewards are experienced as positive shared experiences with their peers as part of the school community.

In addition...

Achievement Assemblies once per half term will promote and recognise the positive steps forward students make through:

Tutor recognition awards.

Improvement awards.

Principals Award.

### INDIVIDUAL REWARDS

Staff will need to consider how the student is to be motivated to achieve the target behaviours. Rewards here are likely to be more frequent. It is very important to choose a reward that will be effective and relevant to the level of achievement. Rewards may be tangible (see list below) or may simply be praise, attention display of work, informing other staff of good work, house points etc. Students indicated through the school council that they valued having for e.g. extra time with friends or tea and biscuits.

**NB "Approval" is the most powerful reward**

## **PERMITTED SANCTIONS**

All sanctions should be relevant to the unwanted behaviour and should be imposed as soon as possible following an incident and appropriate to the individual student needs and understanding.

Sanctions are more easily applied if you discuss the incident with the pupil and agree on an appropriate response. Where possible, a restorative conversation or circle should be used to provide a framework to gather the pupils' views, establish facts, support the pupils' and their peers understanding of an incident, to repair and relationships and identify ways to support the child and improve their behaviour. Ideally a pupil should agree that:

- a) It was wrong to behave in the way they did.
- b) It is reasonable in the circumstances for a sanction to be imposed.
- c) It is right for them to do the sanction.

**You should be aware that you are responsible for managing the sanction and supervising the pupil and informing the child's parents that sanction has been given.**

**You should not impose a sanction for someone else to carry out on your behalf, unless by prior agreement.**

This is particularly important when an incident happens during the school day.

Sanctions cannot be imposed for care staff to manage, unless this has been agreed with Principal or and Residential Services Manager.

### **The following are examples of permitted sanctions:**

- Verbal reprimand (with an explanation and appropriate support for their communication needs)
- Loss of privilege.
- Miss an activity.
- Having a different breaktime if a pupil has been unsafe, bullied or harmed others at a previous break time
- In residential setting, staff to choose an appropriate activity for the pupil.
- Spend specified short time away from peer group with appropriate work and supervision- this constitutes removal and should be recorded on the incident form
- Contribute towards the cost of loss/damage to property or belongings.
- Pupil to complete/re-do unfinished or spoiled work.
- Withhold a reward which others in the group are to receive.
- Pupil to make reparation for their behaviour, e.g. repairing or tidying after causing damage, a kind deed etc.



- Suspension or External exclusion **Note:** This can only be authorised by the Principal In response to serious breaches or persistent breaches of the school's behaviour policy; and if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. (See exclusions statement)

**SANCTIONS THAT INFRINGE PUPILS' RIGHTS WILL NOT BE USED** e.g. withholding food/refreshment or entitlement from the curriculum.

### **Important Definitions:**

Removal: removal- not be confused to separation or workrooms used for non-disciplinary reasons, only be used as a last resort to restore order and calm following an unreasonably high level of disruption, disruptive pupils to be taken to a place where education can be continued in a managed environment. The head teacher (principal) should have oversight of removal. **Schools should have regard to their duties towards pupils with SEND in cases of removal**

- Forced to spend time alone against will (requires statutory powers other than in an emergency).

Time out:

- Restricting positive reinforcement as part of a planned behavioural programme i.e. A PBSP (requires written agreed plan).

Withdrawal:

- Removed from the situation but observed and supported until they are ready to resume.

IF YOU ARE IN ANY DOUBT, PLEASE DISCUSS WITH YOUR LINE MANAGER BEFORE MAKING A DECISION ABOUT A PARTICULAR SANCTION.

### **See also**

- The Equality Act 2010
- KSCIE 2023
- Prevent strategy 2019
- Children and Families Act 2014
- Behaviour in schools: Advice for headteachers and school staff September 2022
- Exclusion Statement
- Physical Contact Policy
- Anti-bullying and harassment policy
- Staff conduct policy
- Whistle blowing policy
- Staff dress code.

- Section 550ZA of the Education Act 1996
- Missing from Children in Care policy

### Appendix 3

#### **RECORDING and REPORTING INCIDENTS and the use of PHYSICAL INTERVENTIONS and SANCTIONS**

All significant or serious incidents, physical interventions and sanctions are to be using the Solar Behaviour Incident form **within 24 hours**. Refer to Contact Policy

In cases where a child has been injured the adult involved should complete My Medical Tracker; in cases where an adult has been injured, they should complete the accident book after seeking medical attention from the nurse or first aider.

In cases where there has been a physical intervention or use of force, the adult involved should ensure that the relevant details are involved in the reports and that the pupil is checked by the nurse or a first aider afterwards (not someone directly involved in the incident).

Where a physical intervention has taken place, or a child is significantly distressed parents should be informed as soon as possible the same day.

All action determined and carried out as a result of an incident or safeguarding concern should be recorded in appropriate documents, e.g., telephone contact with parents recorded in professional notes/ files, letters home in pupil's file, home/school diaries, changes to BSP, work undertaken with pupils recorded in SLT/ teacher's records etc.

After the incidents form is completed the designated member of staff, Jacinta Burke and the BFL team will then review the incident and follow up on any necessary action. In Jacinta Burke's absence Jenny McConnell also receives an alert.


#### **Monitoring**

The behaviour for learning team will monitor and record levels and nature of incidents on a fortnightly basis. Data showing emerging patterns and trends are then used to inform strategic planning and identify appropriate interventions for groups and individuals

Formal analysis of behaviour is updated on a termly basis and evaluation include numbers of incidents per child, keystage, school department, and place.

Incident reporting is monitored on behalf of I CAN by the Care Standards Visitor each half term.

## Appendix 4 Home School Agreement



### HOME /SCHOOL PARTNERSHIP AGREEMENT 2022-2023


This home / school partnership agreement aims to illustrate how school and home can work together for the good of all children attending Dawn House School.

The agreement supports the policies and practices of the school.

You can see our key policies on our website <https://www.dawnhouseschool.org.uk/> and they are available for you to view when you visit.

There is some additional information about the Behaviours for Learning expected of pupils and how the adults in school support and model them. These were developed with pupil input.

Principal's signature



Parent's signature/s

Pupil's signature

### School will...

- Communicate regularly about your child with home through emails from the tutor or core team: KS2-daily; KS3, 4 –weekly , and KS5 5 when necessary
- If your child stays in our residential house, contact will be made at least once a week .However you are very welcome to telephone when ever you want to, to talk to either your child or the staff.
- In all cases if additional contact will be made if necessary to support the child.
- Communicate regularly about the whole school news and events through the principal's weekly letter
- Communicate additional information through Parent Mail
- Make every effort to forge good professional relationships with parents and carers.
- Care for your child's safety and happiness
- Provide support for your child to meet the outcomes in their Education Healthcare Plan
- Set appropriate targets and help pupils to achieve those outcomes and their academic achievements.
- Work with you and your child to plan for their Pathways to adulthood
- Provide a curriculum that is appropriate, relevant and engaging
- Listen and respond to your queries and concerns.
- Listen and respond to pupil's queries and concerns.
- Actively seek parent and pupils views and participation
- Provide appropriate information and guidance to you so that you can support your child.
- Contact you if we are concerned about your child's attendance
- Contact you if we are concerned about your child's engagement or behaviour for learning.

### Parents will...

- Maintain good communication links with school .
- Share any concerns and contribute to the child's development by sharing via, email or a telephone call with the tutor or by sending a handle with care email
- Read all communications sent home by the school and respond where necessary
- Make sure the child is dressed in the correct uniform and brings their PE kit to school where necessary
- Encourage and support the child with:
  - Inclusion opportunities
  - Social skills
  - Independence skills
  - Developing good behaviour and behaviour for learning
- Help your child to have good attendance at school; notify school if the child is absent; take holidays during the school holidays ( unless agreed with the principal)
- Attend and contribute to your child's Annual Review of their Education Health Care Plan.
- Take advantage of Parent's Day to communicate with staff about your child's progress
- Make sure communication with the school is respectful and parents) with care and respect-model good behaviour when visiting
- Understand that where possible communication with staff should be during school hours, and although they may at times respond outside of those hours this can't be expected.

### Pupils will try to:

- Come to school unless they are ill
- Listen to instructions from the adults at school
- Be safe, be kind and be in the right place
- Follow the good behaviours for learning
- Enjoy reward time with their friends by earning merits for working hard, and trying their best
- Wear the correct school uniform and bring my PE kit to school when I need it
- Hand in personal mobile devices including phones, internet accessible devices and devices with cameras (including smart watches and phones)
- Tell an adult if they have a problem.
- Do their best work and ask for help if they need it.



Good Behaviours for Learning...	
<p><b>Examples of pupil expectations</b></p> <ul style="list-style-type: none"> <li>• Actively engage in their learning by listening, questioning, responding and thinking. [engagement scale]</li> <li>• Respect and respond positively to both written and verbal feedback</li> <li>• Respond positively to help and guidance about how to improve and develop.</li> <li>• Cooperate with everyone and respect different opinions and beliefs.</li> <li>• Always communicate with anyone in a respectful way.</li> <li>• Not to accept things that are harmful to others.</li> <li>• Voice their concerns when things are not fair or equitable.</li> <li>• Own up and tell the truth [accepting one's role in incidents etc]</li> <li>• Make amends</li> </ul>	<p><b>Examples of how we will help pupils to learn how to behave</b></p> <ul style="list-style-type: none"> <li>• Constantly modelling the highest standards of behaviour and professional conduct to all.</li> <li>• Modelling and teaching throughout the whole curriculum the required learning behaviours</li> <li>• Recognising and rewarding positive learning behaviours.</li> <li>• Teaching pupil's positive ways to deal with conflict or differences of opinion</li> <li>• Encouraging pupils to be polite and assertive in responding to other pupils</li> <li>• Supporting pupils to develop the strategies to manage their own behaviour (including zones of regulation)</li> <li>• Understanding what kindness, for example, looks and sounds like.</li> <li>• Understanding all behaviour has consequences whether that be positive or negative</li> <li>• Encouraging self-reflection and restorative justice.</li> </ul>
<p><b>We expect all adults and pupils to share responsibility for our school by:</b></p> <ul style="list-style-type: none"> <li>• Walking calmly and quietly around school.</li> <li>• Taking responsibility for our own belongings.</li> <li>• Respecting the school environment, resources and others property.</li> <li>• .</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting others right to personal space.</li> <li>• Being courteous and polite</li> <li>• Not hurting others</li> </ul>

## Appendix 5 PBSP

 DAWN HOUSE SCHOOL POSITIVE BEHAVIOUR SUPPORT PLAN	
Current PBSP Number: 1	Previous PBSP Evaluated:
Pupil Name & Class/Form Group: Caleb White	Prepared by: Jacinta Burke Morgan Waterfield
Date: 24.06.22	Review date: December 2022
<ul style="list-style-type: none"> <li>Need to know:</li> </ul>	
1. School refusal. <ul style="list-style-type: none"> <li>Key Triggers</li> </ul>	Pupil response <ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Follow up- Inform Core team of any unwanted behaviours</li> </ul>	Strategies <ul style="list-style-type: none"> <li></li> </ul>
Evaluation (is it working, if not, why not?) NB: PBSPs should not be changed for a minimum of half a term from being implemented	
Evaluated:	
Agreed: (Principal/Head of Education)	(Parent/Carer) (Pupil)