



Policy B.1 Behaviour for Learning Policy

Aim

Policy Number	B.1	Review Cycle	Twice yearly or as required	Author	
Lead Governor		Review date(s)	01/09/2019	CEO	
Signed: Ratification at next Board meeting (October 2021)	Date:		09/02/2021	James Wilson, Headteacher	
Proprietor / CEO			01/08/2023		
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The ultimate aim of our Behaviour for Learning Policy is to create an environment where students and staff can be safe and access the school curriculum, engaging positively in learning.

Our Behaviour for Learning Policy is written with reference to the DfE guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

The content and guidance within this policy applies to all paid staff and volunteers with responsibility for children and young people attending school.

The aim of this policy is to give guidance around the following areas:

- Promoting good behaviour
- Consequence, sanction and repair
- Preventing bullying
- Behaviour and risk management principles and guidance
- School Code of Conduct
- Coping with Risky Behaviours (CRB)

Principles

APTCOO believes that, in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

1. The promotion of:

- good behaviour
- self-esteem, self-discipline, regard for authority and positive relationships based on mutual respect
- a safe environment free from disruption, violence, bullying and any form of harassment
- a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

2. The provision of:

- fairness of treatment for all
- consistency of response to both positive and negative behaviour
- early intervention
- validation of the learners' confused, hurt and angry feelings

3. The expectation that:

- students can be supported to change their unhelpful responses and to move from negative past experience

Promoting Good Behaviour

APTCOO Independent School employs a full time Headteacher who has responsibility for overseeing behaviour and management alongside the School's Proprietor and workforce as a whole.

The Headteacher is available to support staff with young people as required. Rewards, praise and encouragement are amongst the most powerful aids to teaching, maintaining high standards of behaviour and fostering a positive learning ethos. It is the staff's responsibility to praise learners whenever possible. This may be during activities, lessons and when representing APTCOO.

Rewards should be given for all of the following:

- An excellent piece of work or achievement (relative to the individual)
- Excellent effort
- Good progress
- A positive contribution to the activity
- Courtesy and consideration of others
- Consistent good attendance
- Choosing a safe strategy when feeling angry or upset

Types of rewards:

- Verbal praise
- Written praise in daily log
- Display of work
- Telephone calls to parent/carer
- Commendation letters/Postcards home
- Certificate of achievement
- “Star of the Week”
- Reward time following successful sessions
- Additional activity/school trip by term dependent on behaviour

As part of managing behaviour and helping young people regulate their emotional states we utilise the natural environment and sensory experiences. Examples of this include using the natural, outdoor environment and low arousal settings, sensory items in classrooms and adapted lighting items. Teaching staff are encouraged to use the APTCOO model *Learning through Fun without the Fear of Failure* to engage young people in their learning and to manage their emotions.

In order to promote safety for children and young people we implement routine and structure on a daily basis, with set anchor points. The children will always be greeted on their arrival at school by a friendly, welcoming and playful teaching staff and an effective handover will be gained from their parent or carer using the agreed upon method so that any important information can guide the days plans, including if anything is happening for the child or young person which may affect their mood or ability to engage in learning. At the conclusion of the day a similarly agreed handover will take place.

Other important aspects of our whole school behaviour policy include solution focused responses and the noticing and rewarding of good behaviour or any even small attempts to improve. The staff team will pay high levels of attention to the behaviour that we want to see rather than attention focusing on negative behaviour. The premise is that whatever you pay most attention to you get more of.

Within APTCOO usual behavioural systems are not applied as research and experience indicates these are less effective with young people who have experienced trauma and attachment difficulties. It is essential that all staff consistently reflect that positive behaviour is noticed no matter how small and we share this with parents/carers. Our whole school behavioural model tracks and baselines learner’s behaviours to enable progress over time to be clearly demonstrated. Numerous methods of celebrating success should be utilised by staff including taking photos as records of achievement, certificates, stickers, verbal praise, positive post home, etc.

Consequence, Sanction and Repair

Consequences should be linked wholly to repair or safety and be non-shaming. Responses should be given quickly and be reasonable and controllable. The method of delivery is as important as the response itself (perceived unfairness/indifference from young person) and communication around consequence must also be in line with APTCOO model principles.

The decision to apply a consequence must be made on the school premises or while the learner is under the charge of the member of staff. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances. Teachers may apply consequences to learners for misbehaviour when the learner is taking part in any school-organised or school-related activity or travelling to or from school. This also applies whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another learner or member of the public or could adversely affect the reputation of the school.

Examples of consequence for children linked to repair or safety may be:

Repair

- Reparation for damages
- Helping to fix damage
- Apology verbal or written
- Key worker session to address mis-behaviour
- Mediation session

Safety

- Change of activity or plan
- Change of venue
- Agreed teacher / mentor
- Educating away from other learners
- Removing items

Corporal punishment is illegal in all circumstances

Off Site Learning

One response to negative behaviours is to restrict movement and access to site and activities based on the safety aspect of consequences and behaviour management. A young person risk assessment and behaviour management plan should clearly state if any areas or activities are to be restricted for a learner based on risk. Frequency and severity of past incidents should be reviewed and any risk assessment and restrictions should be reviewed regularly.

The school is set out in a way in which learners can be taught and engage in education in areas separate from other learners as necessary. Where there is consistent and high risk and as part of the risk assessment process, learners may be educated away from the main school site at an alternative venue approved by APTCOO Independent School. In the first instance of risky behaviour teaching staff will try to change location within the school site e.g. move to another learning zone, rather than taking a learner offsite.

As part of our learning curriculum learners will be educated offsite as per their individual timetable. This planned off site education e.g. bushcraft, physical education is not an exclusionary measure and is part of the attachment-based learning programme we offer for all learners.

The Headteacher will lead on and be consulted around consequences for young people, including any decision to educate a young person away from the main school site. The Headteacher is informed of any consequence implemented regarding a young person.

Due to young people's experience of loss and rejection the use of any exclusion – cooling off period/reflection period – from the school must always be viewed as last resort and only when there is a safety risk. Exclusions – cooling off/reflection periods - may only be agreed by the Headteacher and clear reasons given to the young person relating to keeping them and others

safe. Staff should always in line with the APTCOO model use not shaming and non-blaming language and allowing young people to quickly move on from incidents and repair.

Relationship Repair

Following any learner mis-behaviour it is important that repair work is completed with the learner as soon as practically possible. We know that children and young people with attachment difficulties experience toxic shame following misbehaviour and one way to move children and young people into appropriate remorse is through role modelling relationship repair.

Repair after any incident is essential and aids to reduce toxic shame and ultimately improves self-esteem, attendance, attainment and behaviour. Repair after any incident includes talking through the incident with the young person involved, utilising curiosity to help young people understand their behaviour and any triggers and help them plan strategies to prevent a recurrence of any difficult behaviour. Teaching staff must demonstrate how repair work has been completed following any incident. This repair is individual to the child / young person and may not necessarily be verbal or written, it may be symbolic or physical and will be detailed within the young person's behaviour support plan.

Home and school liaison

Parents are invited to sign a home-school agreement at the learner's first admission. This clarifies parental expectations for promoting and securing a young person's behaviours in school conducive to learning. Every learner/parent is offered a home-school diary which shares information on a daily basis between home and school and is used to indicate any areas of concern requiring further discussion. To avoid learners feeling anxious negative comments will not be written in the home-school diary. Teachers monitor diary and other forms of recording weekly and bring significant issues to the Headmaster and/or SENCO.

All parents/carers receive regular telephone communications from a learner's keyworker and always when there are behaviour concerns. There is the expectation that parents/carers will join staff in celebrating their young person's successes, promoting appropriate behaviours and reinforcing boundaries for their young person.

Preventing Bullying and Anti-Bullying

The Inappropriate Behaviour Policy clearly states that bullying is unacceptable and what learners and staff should do if they are the victim of bullying or if they witness bullying taking place. All incidents of bullying must be dealt with in accordance with the policy and then recorded on the relevant document.

Searching

School staff can search a learner for any item if the learner agrees. The ability to give consent may be influenced by the young person's age or other factors Headteacher and management staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- 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 the property of, any person (including the learner).

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to all within the school environment. Any search carried out will be recorded and evidence taken.

Behaviour and Risk Management Principles and Guidance

APTCOO Independent School holds a comprehensive learner context / risk assessment to guide staff around how best to work with a young person to promote positive behaviour, including what to do in the case where management is required for safety. This document, 'My Behaviour Support Plan' will be initiated prior to referral with related historic and current risk indicators, grading of severity and likelihood of behaviour and then detailing how to Avoid, Divert or Manage such behaviour. In addition to this a young person-friendly document is created, 'All About Me' which must be completed with the young person during their first term at school or when a settling in period allows discussions and inclusion of the young person themselves. This document tells staff the more minute details of behaviour management for the young and what they find helpful or unhelpful as a strategy.

Every young person completes a '5 Point Scale' or alternative resource around their behaviour which is an ongoing and live document which may also feed into the 'My Behaviour Support Plan' document.

Our behaviour and risk management principles are based on the following:

AVOID

Understanding learners experiences and history and the impact of the environment on behaviour in order to avoid behavioural difficulties. Staff engage in meticulous planning, daily structure, high levels of nurture, preparation and delivery of highly individualised teaching methods.

Staff should understand young people's attachment styles and triggers for behaviour. Staff must provide predictability and structure to provide sense of routine, safe space points for young people. In line with our attachment-based learning approach and the past trauma experiences of our learners, staff may choose to deliberately ignore some low-level behaviour in order to work on keeping a young person positively engaged. This also serves to allow learners to not experience consistent negative feedback enabling them to engage in learning. Behaviours which are a risk to safety or are detrimental to the safe learning of other young people must be addressed.

APTCOO learners have often experienced past trauma, poor attachment experiences and multiple losses, many behaviours are not a choice but a coping strategy. Our principles therefore aim to work with young people to develop alternative helpful coping strategies to situations and the premise of acceptance regarding their current difficulties. Fiddling, doodling, moving around are all examples of behaviour responses to anxiety and within our policy staff may tolerate levels of these behaviours in order to focus on higher goals, development of self-esteem, attending and engaging in education and work towards the reduction of these behaviours.

DIVERT

At times when things are looking like we are heading for an incident where young people are not learning, and the early trigger signs of a behavioural incident are becoming apparent staff should use diversionary tactics - e.g. feed the animals, use humour, lesson plan within lesson plan.

Diversionary principles should be unique to each young person's attachment style and knowledge of their own calming strategies. Staff should be fully aware of what works for each individual learner and respond accordingly. Responses can be utilising the low arousal setting of the school environment, animal welfare, cooking, baking, art therapy, etc. Due to nature of the young people's trauma experiences enforced sustained seclusion would not be appropriate but young people may find it helpful to have time away from the group or a walk with a staff member in order to calm and regulate.

Staff may choose to use the support of a colleague, pastoral, behavioural lead or other staff member to help engage a young person who is upset. It is essential staff spot the early signs of a young person becoming dysregulated to avoid an escalation of the incident which may lead to the young person becoming unsafe and experiencing shame if an incident is allowed to develop.

MANAGE

The young people who attend APTCOO Independent School present with high levels of challenging behaviour, emotionally and behaviourally including damage to property and verbal and physical aggression. It is the staff team's responsibility to keep young people, the school environment and staff safe. If strategies applied relating to diversion and prevention of a significant behavioural incident have not worked staff must then apply sound safety principles in dealing with an incident and then provide support for pupils in debrief learning and repair from any incident. All significant behavioural incidents will be recorded and analysis of triggers and learning regarding triggers and staff responses explored.

Due to the needs and presenting behaviours of young people referred to APTCOO Independent School it may be necessary for physical interventions to be used utilising using approaches and approved techniques to prevent significant harm to a staff member, another learner, significant property damage or to prevent a young person from harm to themselves.

Physical intervention must only be used in the above listed circumstances and by staff trained in proactive approaches, (all staff and visitors have the right to protect themselves from attack in such circumstance when this is the only safe option). Some young people in states of high arousal may experience being held as helpful, however all incidents must be recorded, parent carers and other relevant professionals informed and significant debrief offered to the young person, including exploration of how the situation escalated and the development of alternative strategies.

Physical Intervention & Reasonable Force

There are occasions when the use of a physical intervention to hold a pupil of is necessary. Staff members of APTCOO Independent School in charge of learners may use reasonable force to prevent learners from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own property
- Persistent disruption of others learning

Staff are trained in approaches of physical intervention, Coping with Risky Behaviours (CRB). Such intervention should only be used in exceptional circumstances, not as a regular or routine act. Each young person at the school will have a completed a 'Behaviour Support Plan', in conjunction with learner context and individual risk assessment. These details are the most effective management strategy for young people and all strategies should be exhausted before the use of physical intervention.

