

Beech Tree SEMH Base at Caslon Primary Community School



Behaviour and Discipline Policy 2021 -22

Aims and expectations

It is a primary aim at Beech Tree that every member of the school community feels valued and respected. We believe that pupils learn best in a well-organised, calm and secure environment where each person is treated fairly and well. All members of staff strive for visible consistency and visible kindness following an inclusive and restorative practice approach.

Our school behaviour policy is therefore designed in line with Dudley Local Authority Inclusive Pathways and a Paul Dix approach. We aim to develop the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Beech Tree's inclusive approach is to ensure that all children have access to support that meets their needs, as outlined in their EHCP, and results in improved outcomes.

Through the inclusive approach and applying Dudley's Inclusive Pathways, Beech Tree aims to meet the needs of children who may be struggling in the areas of social relationships, regulation and resilience, and in supporting the wellbeing of all.

To fulfil these aims there are certain expectations:

- Every member of the school community will be encouraged to behave in a considerate and consistent way towards others
- All members of the school must be treated fairly, and this behaviour policy should be applied in a consistent way
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Class Management and Behaviour Philosophy

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress." (Dudley Inclusive Pathway 2021)

This policy aims to ensure Beech Tree is promoting a relationship-based approach to behaviour and inclusion and is based on the following elements:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)
- Taking a non-judgmental, curious and empathic attitude towards behaviour
- Putting relationships first in a restorative practice approach
- Maintaining clear boundaries and expectations around behaviour
- Understanding not all behaviours are a matter of 'choice'
- Understanding that children need time and space to regulate their emotions
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's behaviour and Social, Emotional and Mental Health (SEMH)

When children join Beech Tree SEMH Base teachers discuss the school rules with the pupils under the headings; Ready, Respectful and Safe. In this way, every child in the school knows the standard of behaviour that we expect across our school. In order for a consistent approach, the following steps should be taken by all adults across the school and in any setting.

	Steps	
1	Reminder	A reminder of school rule (Ready, Respectful, Safe)
2	Conversation	A positive and private encouragement to support a child to make good choices, using pre-planned sentence stems. Techniques to reset the child's behaviour will be used.
3	Self-regulation Space	This will be a short time for reflection in one of the breakout spaces, outside area or an opportunity for a movement break.
4	Restore and Repair	Restorative discussion - with the member of staff that dealt with the incident at the earliest appropriate occasion, making sure it is done by the end of the day.

Rewards

We pride ourselves on the systems we have in place at Beech Tree to reward children for good behaviour. We aim to draw attention to the positive and reward those who are constantly trying their best.

- Class Dojo is used throughout the school to award children with 'Dojo points'. These are communicated directly to parents via the Dojo App.
- Staff congratulate children with verbal praise regularly and stickers.
- A consistent approach to Dojo points is ensured by all teachers within the base having the same types of positive behaviour and points allocated to them.
- Dojo's can be awarded in lessons, at break and lunchtimes for individual achievements. They should be reset to zero each half term to re-incentivise all children.
- Children will be incentivised to accrue Dojo's with class-based rewards as they achieve 25, 50 and 100 dojos.
- Classes will have a recognition board and this will also feed into positive Dojo points.
- A recognition board will be used in the base to promote team work.

"The recognition board is not intended to shower praise on the individual. It is a collective strategy: we are one team, focused on one learning behaviour and moving in one direction. Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically." Paul Dix, (When the adults change, everything changes)

- Weekly, classes will nominate a child for Star of the Week.
- When appropriate, Celebration Ceremonies will reward children's learning in the curriculum areas as well as a Deputy Head and Head Teachers award. At the end of each half term, a special Deputy and Head Teacher award will be acknowledged with a badge.

Behaviour Intervention:

- We encourage children to participate in all activities.
- Initially, a non-verbal reminder will be given directly to a child if they are not following instructions
- Choices may be given to encourage children to participate in their learning
- Flexibility in sequence of task completion will be given with the expectation that all tasks are completed throughout the week
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the staff will intervene and encourage the use of self-regulation techniques
- Time to reflect will be used to help pupils to understand what has gone wrong and how they can try to make their actions right in the future.
- The restorative approach used in the base is focused upon building relationships, maintaining relationships, and repairing relationships when something has gone wrong.
- Weekly phone calls with parents will be had in order to provide positive feedback on behaviour and plan a supportive way to bring about improvement when appropriate.
- All incidents of behaviour which require step 4 are recorded on CPOMS.
- Senior school leaders continuously track CPOMS across the school on a daily basis and will provide additional support in situations where poor behaviour choices are continuous. A behaviour log will be used to monitor repeated occurrences and patterns in order to help staff best support individuals and identify triggers. This will be reviewed with pupils, parents and staff.

Nurture

It is widely evidenced that nurture supports the building of resilience through a sense of belonging, and can have positive impacts on children's wellbeing, attendance and attainment along with reducing the risk of permanent exclusion.

At Beech Tree Base we will be using a nurture approach to all of our teaching to bring about improvements and better understanding of the pupils' own behaviour. Numbers in the base will remain at 12 or below to ensure children are working in small groups with a key worker, so they are able to build a trusted and nurturing relationship.

Children will have access to Lego play therapy, Drawing and Talking Zones of Regulation, creative play, water play, mindfulness approaches linking to self-regulation and yoga, in order to support development of self-awareness and in making appropriate choices about how to behave.

Exclusion:

We believe that putting early intervention into practice via use of Dudley's Inclusive Pathway, will ensure that the risk of fixed term or permanent exclusion is minimized.

Exclusion will not be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Reasons for exclusion:

- Serious breach of the school's rules
- Causing serious harm to a pupil/adult in the school.

The above can either be one very serious incident or the repetition of serious incidents. Any exclusion will be at the decision of the Headteacher, usually in consultation with other members of the senior leadership team.

Fixed-Term exclusion

A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst being mindful of the seriousness of the breach of policy.

Permanent exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of Governors as soon as possible in such a case.

If the Head teacher decides to exclude a pupil they will:

- Ensure that there is sufficient recorded evidence to support the decision,
- Explain the decision to the pupil if the pupil is in the state of mind to listen to the decision,
- Contact the parents, explain the decision and ask that the child be collected,
- Send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion,
- The length of the exclusion and any terms or conditions agreed for the pupil's return,
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked,
- Plan how to address the pupil's needs and integration back into their class on his/her return,
- Plan a reintegration meeting with parents and pupil upon their return to be conducted by a suitable senior member of staff.

The Governing Body has a discipline committee which considers exclusion. A committee of the Governing Body considers appeals. The school informs the LA and Governing Body about any permanent exclusion and any fixed term exclusion beyond 5 days in any one term.

Use of Reasonable Force

It may be necessary to use reasonable force to disengage or hold a child for their own safety and the safety of others. We have the legal power to use 'reasonable force' in these circumstances.

Disengage means the use of physical intervention to gain a release, i.e. if a child is grabbing or holding something/someone that could lead to physical harm.

Hold means the use of physical intervention to restrict a person's liberty of movement. This would only be used as a last resort to minimise harm to oneself or others.

Any circumstances of reasonable force **MUST** be detailed in writing immediately after the event and a member of the Senior Management **MUST** be informed. The Head will decide if the child's parents need to be informed.

All staff working in Beech Tree Base have had appropriate restraint training to ensure the safety of pupils and staff. Their priority is to ensure:

'Care - respect, dignity and empathy in a non-judgemental and person-centred approach

Welfare - emotional and physical support; promoting independence, choice and well-being

Safety - protecting rights, safeguarding vulnerable people and minimising harm

Security - safe, effective, harmonious and collaborative relationships'

Crisis Prevention Institute (2019) MAPA Participant Handbook

All of the above will be achieved through the use of 'consistent, calm adult behaviour'.

Anti-Bullying

At Beech Tree we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Inside the base is a 'Worry Monster' into which children may place their worries and concerns so that an adult can respond as quickly as possible.

What is Bullying?

DFE guidance (2017) defines bullying as "Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences." Stopping violence and ensuring immediate physical safety is obviously a school's first priority.

Cyberbullying

When responding to cyberbullying concerns, the school will:

Act as soon as an incident has been reported or identified. Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to try to ensure that it does not happen again. Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation. School staff can confiscate and search pupils' electronic devices, such as mobile phones, in accordance with the law. The head teacher will inform the police if it is believed a criminal offence has been committed.

Why is it Important for School to Respond to Bullying?

Bullying hurts. No-one deserves to be a victim of bullying and everybody has the right to be treated with respect. Adults or pupils who are bullying need to learn different ways of behaving. As a school we have a responsibility to respond promptly and effectively to any issues of bullying.

The role of the teacher

- It is the responsibility of the teacher to ensure that every effort is made to adhere to the school rules the base, following the steps and processes explained in this policy and that the pupils behave in a responsible manner during learning time.
- The teachers and teaching assistants in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The teacher treats each child fairly and enforces the school rules consistently. The teacher treats all children with respect and understanding.

The teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The teachers and teaching assistants may also contact a parent if there are concerns about the behaviour or welfare of a child but should first speak to his/her line manager to ensure that this is appropriate.

Appendix 1 - School Rules

School rules:

At Beech Tree, we expect everyone to be **ready, respectful and safe.**

Ready...	To learn To listen To move around school With my equipment
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Respectful...	With our words With our actions Of school property Of learning time Of school staff To our peers
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Safe...	In my seat Moving around the corridors/school/grounds Use of my equipment
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Appendix 2 – Behaviour Script

Step 1: Reminder of school rules.

Step 2: Conversations: Assertive Sentence Stems

Shall we see if we can...

Maybe...

Could we...

I wonder...

Let's see if...

Who would you like to help today?

It's not possible now because...

Let's try this...

These do not need to be used in isolation.

Step 2: Actions:

Distraction

Using the child's interests and humour

Role modelling

Negotiation

Give controlled choices (no more than 2 given)

Controlled timed opportunities

Step 3: Self-regulation Space: Reroute a power play

I understand...

I need you to...

Maybe you are right...

Be that as it may...

I've often thought the same...

I hear you...

Step 4: Restorative five (choose 5 for KS2/3 for KS1):

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel? Who has been affected?

How have they been affected?

What should we do to put things right?

How can we do things differently in the future?

This is not about getting an apology.

Appendix 3

Inclusive Pathways (IP) Screening Protocol

