



## Behaviour Policy

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*This document should be read in conjunction with all other school policies.*

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## **Introduction**

Coppice Spring School provides education for secondary age students with social, emotional and mental health (SEMH) needs and for those with an autistic spectrum condition (ASC). Coppice Spring School is committed to working with students to identify and address their barriers to learning.

We believe that all individuals have rights and responsibilities to themselves and to others.

This is based on the belief that all individuals are of value and should be given the opportunity to learn and develop potential.

Our overarching aim is to ***turn around lives, create opportunities and build successful futures***

Key Objectives:

- The provision of personalised, high quality education with flexible learning pathways
- The development of personal and social skills
- Partnership working with parents, schools and other agencies
- The development of positive strategies to overcome barriers to learning
- Preparing our students well for the next stage of their education and for life in modern Britain.

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

## **Section 1**

### **Rationale**

The promotion of appropriate behaviour is key to the work of Coppice Spring School. Individual students are responsible for their own behaviour, their relationships with others and their attitude and application to the learning process. When successful with this, they will move to becoming successful learners. By providing positive opportunities for learning, behaviour and attitude will also improve.

## **Section 2**

### **Aims**

Behaviour is a form of communication that impacts all aspects of life. Therefore, the behaviour policy extends beyond the school boundaries, beyond lessons and aims to support students in making a positive contribution to their community and society.

All students referred to Coppice Spring School will have experienced significant difficulties in accessing mainstream education and often in meeting the disciplinary demands of mainstream schools. They will usually have experienced many forms of consequence, been subject to a great deal of negative processes and will often have faced rejection. As such, within a structured and consistent educational setting, we will endeavour to concentrate on rewarding all positive behaviour and use appropriate consequences when this is not possible.

## **Section 3**

### **Arrival and departure**

We expect:

- Punctuality to school and leaving the site
- Wearing of uniform
- Behaving appropriately in the neighbourhood at the start and end of the school day

## **Section 4**

### **Around the building**

We expect:

- Keeping hands, feet and objects to oneself
- Staying within the school boundaries
- Listening to staff and following instructions

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- Being in class ready to start work on time
- Being polite and using acceptable language and behaviour
- Wearing school uniform
- Refraining from smoking, spitting and using chewing gum
- Respecting school and other people's property

## **Section 5**

### **Personal Possessions**

Items such as mobile phones, jewellery, money etc. cannot be protected from theft or damage whilst in the possession of students.

At the start of each school day we will ask students to place their belongings in a secure locker, ensuring that if personal possessions have to be brought to school they will remain safe. Students will not have access to lockers throughout the day. Personal belongings will be returned at the end of the day.

## **Section 6**

### **Attendance**

School attendance is compulsory. Any unexplained absences will be taken up by the school and if necessary legal routes will be explored and used.

## **Section 7**

### **Rewards (Positive Reinforcement)**

If students are to progress towards becoming successful adults, then the people they come into contact with must give them appropriate guidance and praise. Praise is very important for all as it provides feedback and recognition of appropriate behaviour, helping to see how well one is doing and what improvements have been made. Opportunities for supportive self-reflection around appropriate behaviour for learning is conducted each lesson and success recorded on the behaviour tracker. This is celebrated daily and weekly.

During the early stages of learning new behaviour it is not easy for students to judge when they are getting it right. By providing feedback, staff help them to see their behaviour and their progress for themselves.

Learning that things do not happen merely by chance or fate and that their actions have effects, will assist children to progress towards monitoring and regulating their own behaviour.

✓ **Vivo Points**

The school has a strong reward system based on 'Vivo points' that recognise hard work and positive behaviour. Students can spend their points on a reward of their choice or save for larger rewards.

✓ **Praise**

At all times staff will be aware of and actively seek opportunities to reward appropriate work and behaviour using verbal praise. Staff will also keep parents and carers informed when praise is due.

✓ **Other rewards**

Opportunities to receive further awards come via:

- Student of the week award – based upon lesson points as recorded on the behaviour tracker
- Weekly Tutor Group Award – based upon the percentage of lesson points as recorded on the behaviour tracker
- Weekly attendance award

## **Section 8**

### **Consequences**

No matter how well planned the curriculum or how well the teacher plans or prepares, individual instances of disruptive behaviour are bound to occur. Controls and consequences are necessary in order to maintain reasonable order in school. However, consequences should be applied fairly and consistently without undermining students' sense of responsibility or self-respect.

The aim of consequences is to create an environment which gives a firm and commonly understood structure and sense of order. Discipline is not an end in itself. It is, however, essential for effective individual and collective learning.

There will be times when students choose not to follow the rules, choosing to prevent the staff from working and crucially, students from learning. When this occurs, staff will be prepared to deal with it in a planned way, calmly, quickly and consistently.

Consequences will be given for inappropriate behaviour in a way which informs the students that their behaviour is unacceptable. Consequences are most effective if they are given as soon as possible after the inappropriate behaviour has occurred. For a consequence to be effective, it must be something that a student does not

want, but under no circumstances must it be in any way physically or psychologically harmful. Consequences should never embarrass or humiliate a student.

To further increase the effectiveness of the consequences, the attention given to the student demonstrating inappropriate behaviour should be limited, while praising those around that are working and behaving appropriately.

Consequences are limited but may include, loss of break, loss of a particular activity, after school detention (this should typically be in the region of 5-15 minutes), an apology, phone call to parents, repairing damage. After incidents that harm or impact on others a restorative meeting will be held to repair relationships.

In cases of severe behaviour, and following senior staff discussion of the incident, parents/carers will be informed and may be asked to come into school. In the case of extreme violent, threatening or aggressive behaviour, and where a criminal act has taken place, it may be necessary to contact the police.

If a student's behaviour becomes so severe that they are unable to benefit from receiving their education in a class group, then they may be placed on a pastoral support programme. This will be fully discussed with the student and their parents/carers and the student's progress reviewed on a regular basis. The aim will always be to build on success and gradually reintegrate back into a class group.

## **Section 9**

### **Managing extreme situations**

When a student's challenging behaviour can no longer be managed using the above strategies, then it may be necessary to take further action. Such intervention should still be part of a planned process and include distraction, timely physical presence and various methods of de-escalation/diffusion. Only when it is clear that none of these will have the effect of creating a safe environment for all concerned should physical intervention be considered and in these situations the Positive Handling Procedures should be followed.

There are very few situations in which physical intervention would be considered appropriate. All use of physical intervention will be only when necessary, will be reasonable, appropriate and in the student's best interests. Examples of such situations may include the following:

- When a student places a member of staff at risk
- When a student places another student at risk
- When students are fighting

- When a student is hurting him/herself or is in danger of hurting him/herself

Physical intervention, if required regarding the above situations, may take several forms. It might involve staff:

- Physically interposing between students
- Blocking a student's path
- Guiding a student away
- Escorting a student by the hand or arm, or
- In very extreme circumstances using more restrictive holds (for which staff have received appropriate and approved training – The Team-Teach Approach).

Physical intervention should only be used for as short a period of time as possible to enable a safe environment to be re-established for all concerned. Before intervening physically, a member of staff should, wherever practicable, tell the student who is behaving inappropriately to stop and what will happen if he or she does not. It is also advisable, where possible, to summon assistance from other colleagues. At all times it is important to remain calm and to continue to communicate verbally with the student, making it clear that physical contact will stop as soon as it ceases to be necessary.

The Education Act 1996 allows school staff to use reasonable force to physically control or restrain students. It also allows other people to do so, provided they have been authorised by the Headteacher. Within Coppice Spring School, physical intervention will only be considered when all other possible strategies have been exhausted. All trained staff will have authorisation to use physical intervention in line with this policy.

Up-to-date records of all incidents where physical intervention has been used will be formally recorded and stored electronically on the behaviour tracker. Immediately following any such incident, members of staff concerned will inform the Headteacher and provide a written report. Such incidents will always be reported to parents/guardians.