

Cavendish View School

Behaviour Policy

Policy created – September 2021

Policy review date – September 2022

The aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn to fulfil our vision to prepare young people to meet the challenges and demands of an ever-changing world by becoming resilient life-long learners within Cavendish View School.

As a Rights Respecting School it is vital that every member of the school community feels included and supported and that each person is valued, respected, and treated equally. We are a caring school community, whose GROWTH values are built on mutual trust and respect for all.

The school Behaviour Policy is designed to enable all members of the school community to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure.

At Cavendish View, we aim to:

* Promote and support pupils to demonstrate a high standard of behaviour.
* Promote self-awareness, self-control, and acceptance of responsibility for our own actions.
* Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally, and academically, with mutual respect between all members of the school community, for belongings and the school environment.
* Provide a therapeutic nurturing environment, using Dan Hughes’ PACE (Playfulness, Acceptance, Curiosity, Empathy (see appendix 1) approach to foster appropriate behaviour. This therapeutic parenting model will be adopted by all staff within the school setting.

Our aims, we believe, are achieved when:

* A school atmosphere is created which is consistent, safe, and caring.
* Cavendish View is committed to safeguarding and promoting the welfare of pupils and

 young people and expects all staff and volunteers to share this commitment. It is our aim.

 that all pupils fulfil their potential.

* Staff use PACE, Rights Respecting and Restorative approaches in their interactions.

 with pupils.

* Staff have high expectations and always maintain boundaries within the school setting.
* The choice to behave responsibly is shared amongst pupils and staff, and pupils learn, with support and guidance, how to make responsible behaviour choices.
* Pupils are provided with excellent role models.
* Pupils and parents understand that all behaviour choices have consequences, which are applied consistently and fairly within the school in a calm and considerate manner.

1 Principles for Behavioural Conduct

We at Cavendish View believe that the school’s core values promote and provide the right ethos and environment for effective teaching and learning to take place.

Gratitude – Is created by respecting all, being thankful and helping others.

Resilience – Is created by trying new things and persevering when we find it difficult. We support each other in finding solutions.

Optimism – Is created by embracing change in a positive way. We encourage each other to approach everyday challenges in an enthusiastic and confident way.

Wisdom – Is created by demonstrating knowledge, understanding and reflection. We share our experiences and insight with each other.

Teamwork – Is created by respecting and working together to learn and achieve. We strive to be positive role models for each other.

Harmony – Is created by resolving any differences in a respectful, restorative way. We respect and celebrate diversity.

To achieve this pupil will learn to:

* 1. Follow appropriate instructions from peers and adults.
	2. Use words and actions that help and do not hurt.
	3. Respect other people and their property.

1.4 Move safely and sensibly around the school..

2. Cavendish View staff will do the following to help our pupils follow these rules

2.1 We will make sure that you have heard us and will give you enough thinking time.

2.2 We will help you to find ways to recognise and manage difficult emotions in an appropriate way.

2.3 We will help you to keep the school tidy. We will use timers to help you recognise the countdown for when this is apparent – this will help you learn how to look after your own and other people’s property. We will give you with a box/peg to keep your own belongings safe.

2.4 We will give you plenty of time to get to where you need to be so that you do not have to rush. We will remind you and help you to keep calm so that you do not bump into things and/or people.

*\* Rights Respecting Class Charters are agreed between pupils and teachers at the beginning of each academic year and are displayed in class.*

3. Anxiety

Due to the differing needs pupils sometimes are in a state of high anxiety. We offer pupils different calming strategies and areas around the school for them to regain composure.

Rooms/areas

* Soft playroom
* Multi-sensory room
* Therapy room
* Utilisation of a room for pupils to who are displaying highly aggressive behaviours and/or disturbing the learning of others. This offers pupils the opportunity to regain composure in the sensory – free room and begin work when they have reached base – line behaviour.

To help lessen anxiety and help pupils to self-regulate they also have access to:

* Different areas to work around school.
* Visuals
* Multi-Sensory and Immersion rooms
* Interventions specific to their needs
* One-page Profiles
* Speech and Language
* Calmer classrooms
* Stress toys, including ‘bite’ toys.
* Regular staff

4. Encouraging Appropriate Behaviour

4.1 Modelling

One way that pupils learn about both appropriate and inappropriate behaviour is by observing others. Pupils model their own behaviour on other people’s responses therefore it is important that they are given the opportunity to observe positive role models.

Cavendish View is committed to providing positive role models for our pupils:

* Staff model appropriate, positive behaviour always.
* Staff highlight pupils’ appropriate behaviour to their peers, explaining why this was a good choice.
* Older pupils are given opportunities to act as positive role models to younger pupils (e.g., having a position or responsibility). Pupils are given first-hand experience of a wide range of aspirational role models from outside of the school (e.g., inviting guests into the school).

4.2 Praise and positive reinforcement

As a school we recognise that encouragement, praise, and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour and encourage pupils who are choosing inappropriate behaviour to make different choices.

Positive reinforcement may take the form of:

* Acknowledgement of good behaviour.
* Special mention in school.
* Positive messages communicated to parents i.e., letter home/phone call home.
* Individual reinforcement such as stickers or visit another member of staff to celebrate.
* VIP for the day to celebrate achievement.
* Responsibilities around the school.
* More subtle forms of praise for pupils who find overt praise difficult to accept.
* Recognising and celebrating achievements whilst in and out of school.

Consistent use of modelling, encouragement, praise, and positive reinforcement is used to:

* Create a positive, respectful school environment.
* Increase pupils’ self-esteem and self-efficacy (i.e., a Pupils’ belief in their own capability to succeed within a certain situation or on a particular task).
* Reduce pupils need for extrinsic motivation and increase intrinsic motivation which will help pupils develop skills in self-regulation of their behaviours.
* Promote a model for appropriate behaviour and positive relationships.

4.3 Communication – Appropriate language

Restorative Approach

Many schools are turning to restorative approaches also known as restorative practice to create a harmonious learning environment where pupils can self-regulate their own behaviour and learning. Restorative approaches have been found very effective in improving behaviour and attitude as it promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. (Appendix 2)

Restorative approaches are based on four key features:

* RESPECT: for everyone by listening to other opinions and learning to value them
* RESPONSIBILITY: taking responsibility for your own actions
* REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
* RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

There is an understanding that we work best when part of a community and that to do so we need an understanding of how a community works self-awareness of our responsibilities to that community and shared communications skills.

Rights Respecting

As a right respecting school we believe every pupil has rights, whatever their ability or any other status.

There are four articles in the convention that are seen as special. They are known as the “General Principles” and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all pupils. They are:

* Non-discrimination (Article 2)
* Best interest of the pupil (Article 3)
* Right to life, survival, and development (Article 6)
* Right to be heard (Article 12)

We encourage all in our community to respect these rights. However, there may be occasions when a pupil does not respect these rights and natural consequences will be placed around this.

5. Boundaries help to create a safe harmonious community.

Due to the differing needs of our pupils, they may not follow an instruction due to their level of cognitive and emotional understanding of a situation, however boundaries are expected to be maintained and staff are expected to deal with them in a calm consistent manner, adopting the PACE approach (Refer to Appendix 1).

It is important that pupils are supported to understand that inappropriate behaviour choices lead to consequences. Consequences of inappropriate behaviour must be presented to pupils as a choice. This places responsibility for behaviour on each pupil. Furthermore, we believe that pupils should always be positively acknowledged; it is the pupil’s behaviour choices that are inappropriate, not the pupil.

* Consequences can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using a restorative approach.
* Consequences will never involve taking away a previously earned privilege or any intervention time.
* Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil’s self-esteem and wellbeing and can result in increased inappropriate behaviour.
* The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences. We recognise that a ‘one size fits all’ approach is not appropriate for our pupils. A plan, do and review approach will ensure pupils will not be given consequences that impede their future learning. This will be closely monitored.
* After a pupil completes lost learning or reflection time, it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.
* In addition to the stages of consequences, where appropriate, pupils will be supported to reflect on their behaviour and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

Continuous unacceptable behaviour

It is expected that teachers and pupils begin each lesson afresh with optimism and encouragement for success. If a pupil persists in making inappropriate behaviour choices, then there are a variety of options that may be taken:

* Solution circles request made by class staff. The creative problem-solving tool will help staff to plan, do and review. (Appendix 3).
* The pupil will attend a meeting with the class teacher where a target for his behaviour will be set. The class teacher will work collaboratively with the pupil to identify any reasons, concerns or difficulties which may be leading the pupil to make inappropriate behaviour choices. (age/stage appropriate)
* If the pupil continues to make inappropriate behavioural choices, the class teacher will arrange a meeting with their parent/carer to discuss their child’s behaviour.
* It may be decided that it is in the pupil’s best interests to give them some supported time away from their class.

Cavendish View holds a strong ethos of Non exclusion. We will endeavour to help pupils to self-regulate and make the right choices.

Severe Clause

In cases of severe misbehaviour (e.g., absconding, assault, bullying including cyberbullying, damage to property, etc) a request for reflection time will be made by class staff. The Class Teacher will inform the parents/carer of behaviours and next steps.

If a pupil struggles at more unstructured times such as break and is perceived to be at risk of harming themselves or others by not following adult guidance, then they will either be supervised 1:1 by a staff member. This will be within an agreed timescale.

Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out and appropriate support will be put in place. The school will endeavour to work in partnership with a pupil’s parents and on occasions may request them to accompany their pupil on a visit.

Procedures for Absconding

If a pupil absconds from the school building, parents / carers are informed immediately. Applicable safeguarding procedures will then be enacted. School will inform local amenities such as the Shopping Centre to be vigilant. Where a child goes missing from school the Cavendish View’s safeguarding procedures encompassing a child going missing from the school site will be followed.

Procedures for Damage to Property

We believe children will behave appropriately if they learn to be accountable for their actions therefore if a pupil wilfully damages property, they are expected to pay a contribution towards the repair. When damage to property occurs, staff are to inform the school leadership team. After evaluation of the damage a decision will be made if a contribution will be requested from parents/carers. Class staff will inform parents of the damage which will be followed by a letter to request payment.

Recording behaviour

Cavendish View monitor pupil’s behaviour and records incidents, including physical restraint. Cavendish View will evaluate pupil progress and highlight areas of concern. We also monitor pupil’s emotional development. Our systems will help give ‘best picture’ and inform next steps.

Physical Intervention

Although every opportunity will be taken to diffuse a situation there will be occasions when pupils lose control and will have to be physically restrained.

All staff at Cavendish View attend annual training and refreshers throughout the year in the use of PRICE (Protecting Rights in a Caring Environment) Training and follow the policy and procedures for Physical Intervention. Parents will be informed if their child is involved in a significant incident.

Safeguarding Duties

All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the School’s Safeguarding procedures. The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, Cavendish View will consider what support systems are needed to be put in place and whether liaising with external agencies is necessary or appropriate.

Malicious allegations against staff

The Principle will decide whether to take disciplinary action in accordance with this policy where a pupil is found to have made false and malicious allegations against a member of staff (Refer to grievance procedure policy).

Searching Pupils and/or their Possessions

When information has been received or there is a well-founded belief that inappropriate material has been brought into school, the school may carry out searches of pupils and/or their possessions. Only the Principle and authorised members of staff may conduct a without consent search of a pupil and/or their possessions. The school does not conduct intimate searches and only outer clothing will be required to be removed. The consent of the pupil will usually be obtained before conducting a search unless the Principle and authorised members of staff reasonably suspects that an item has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.

All personal searches will be conducted by a member of staff of the same gender as the pupil and in the presence of another member of staff. A search may also be conducted off school premises where the pupil is in the lawful control of the school. Items which may be searched for include any item banned under the rules of Cavendish View and any other item identified as such by law. If necessary, there will be an escalation to the appropriate authorities. If the item is an electronic device, the school may examine and take appropriate action if the school considers there to be good reason to do so. Parents will be informed of any search conducted of their pupil and/or their pupil’s possessions. The school will keep records of all searches carried out, including the results of the search and any follow up action taken.

We must be consistent in our application of the rules, codes of conduct, rewards, and consequences. Inconsistency is confusing to pupils and undermines the work of other staff and pupil’s confidence in our systems.

The Role of Parents

Parents have a vital role to play in their pupils’ education. It is very important that parents support their pupil’s learning and co-operate with the school to promote good behaviour. The school is very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the schoolwork’s collaboratively with parents. The school will ensure that parents are kept informed as to their pupil’s behaviour at school, so that pupils receive consistent messages about how to behave at home and at school.

The School’s Behaviour Policy is accessible to all parents/carers and parents and pupils are asked to sign a home/school agreement when enrolling at the school.

If the school must implement consequences against a pupil, parents should support the actions of the school. If parents have any concern about the way their pupil has been treated, they should contact the school directly.

The school expects all members of the community to adhere to the principles as set out in the Behaviour Policy and therefore to behave in an appropriate manner within school.

Incidents of verbal or physical aggression to staff by parents/guardians/carers of pupils in the school will be reported immediately to the Principle who will take appropriate action where necessary.

SMSC

Every pupil, regardless of race, religion, ethnicity, sexuality, disability, or SEN within this inclusive school has an entitlement to fulfil his optimum potential. To achieve this we believe the spiritual, moral, social, and cultural aspect of education to be an important focus for all our pupils. SMSC plays a major part in their ability to achieve and learn and prepares them for the opportunities, responsibilities, and experience of adult life. These aspects are embraced in every aspect of school life: making sure we provide the best services for both learning progress as well as the Spiritual, Moral, Social and Cultural development

UN Convention on the Rights of the Pupil

This policy takes into consideration the following Articles:

Article 14 – Pupils have the right to think and believe what they want, and to practise their religion, if they are not stopping other people from enjoying their rights.

Article 19 - Governments should ensure that pupils are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 28 – All pupils and young people have a right to primary education, which should be free. Discipline in schools should respect pupils’ human dignity Young people should be encouraged to reach the highest level of education they are capable of.

Article 29 – Education should develop each pupil’s personality to the full. It should encourage pupils to respect their parents, and their own and other cultures.

Article 30 - Pupils have a right to learn and use the language and customs of their families, whether these are shared by most people in the country or not.

Created May 2021

Appendix 1: Dan Hughes’ PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness, and exploration; have fun and share.

enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the pupil. Accept the pupil’s inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings, and experiences. Use phrases like “I wonder if you are feeling like this because…” to open discussions with the pupil.

Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil’s emotional experience with phrases such as “I know how difficult that must have been for you” and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

Examples of PACE used with pupils at Cavendish View.

Situation: Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation. "Goodness me I really would rather you came down. Problem is that if you fall, I will have to fill out a lot of forms and I'm a bit like you - I don't really like writing."

Acceptance - the pupil is experiencing extreme anxiety because of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel (e.g., “I can see that this has made you feel really upset”). Avoiding saying things like, "Oh it doesn't matter, don't be upset about a silly fall out."

Curiosity- Enquire and check what the young person's emotional experience is. "I wonder if you're feeling angry because of what X just said?"

Empathy - Show that you understand that how difficult they are finding things. "I understand that this must be really difficult for you. I know that when I am feeling upset, I just want to run away from everything."

Using PACE and a calm approach, the pupil's anxiety decreased, and they came down off the fence. They went with an adult to the multi -sensory room. Instead of imposing consequences, once the pupil was calm, a discussion was had about the dangers of climbing the fence. The pupil was able to reflect on their behaviour and think of alternative things they could do next time (e.g., go to the multi- sensory room)

Appendix 2

Restorative questions

All participants should be sat in an open circle. Only one person speaks at a time.

Can you tell me.

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected by this?
4. In which way?
5. What can be done make things right?

Appendix 3

Solution Circles

Designed by Jack Pear point, Marsha Forest & John O’Brien

This is a short and powerful tool that takes no more than a half hour. It is effective in getting “unstuck” from a problem in life or work. Solution Circles are tools to build “community capacity”. It assumes and demonstrates that nearby people – in any community or workplace have the capacity to help if asked. It requires a person to ASK – not an easy thing in our culture of privacy and ‘do it alone’. This tool puts all the values we espouse into practice and demonstrates that TOGETHER WE’RE BETTER.

* Time required: No more than thirty minutes.
* People per Solution circle: Best with 5-9
* Roles to be played: ◦Problem Presenter (focus person)
* Process Facilitator (team manager, timekeeper)
* Note Taker or Graphic Recorder
* Amazingly creative Brainstorm Team
* The greater the diversity in the team the better

Explain the steps to the teams in detail.

Step One: (3 or more minutes)

The problem presenter will have 3 or more uninterrupted minutes to outline the problem. The job of the process facilitator is to keep time and make sure no one interrupts. The recorder takes notes. Everyone else (the brainstormers) listen. If the problem presenter stops talking before the minutes elapse, everyone else stays silent until the minutes pass. This is key! The problem presenter gets 3 or more uninterrupted minutes.

Step two: (3 or more minutes)

This is a brainstorm. Everyone chimes in with ideas about creative solutions to what they just heard. It is not a time to clarify the problem or to ask questions. It is not a time to give speeches, lectures, or advice. The process facilitator must make sure this is a brainstorm/thought shower. Everyone gets a chance to give his or her brilliant ideas. No one must be allowed to dominate. The problem presenter listens – without interrupting. He/she must not talk or respond. We often give the person masking tape to facilitate their listening. It is hard to just listen!

Step 3. (3 or more minutes)

Now the group can have a dialogue led by the problem presenter. This is time to explore and clarify the problem. Focus on the positive points only and not what cannot be done.

Step 4: (3 or more minutes)

The First Step. The focus person and the group decide on first steps that are doable within the next few days. The Class teacher will discuss with the pupil at the next available opportunity.

Finally, time to review will be arranged. Staff will come together to evaluate progress and/or address any concerns.

Stages of Consequences

Appendix 4 – Boundaries

|  |  |  |
| --- | --- | --- |
| Phase 1 | Restorative chat | Initially a restorative reminder should take place with the pupil. |
| Phase 2 | 5 min reflection | At the start of the year, a reminder system is discussed and agreed within each class. Following 3 reminders from staff, 5 minutes of free time maybe lost: A restorative chat to take place (stating clearly and calmly behaviours to change).Reminders to pupils should meet the needs of the pupil i.e., visual. |
| Phase 3 | Break reflection | A further reminder following a 5-minute loss of free time can trigger a 10-minute loss of free time. |
| Phase 4 | Lunch time reflection/lost learning | Persistent inappropriate behaviour throughout the school day will result in natural consequences being applied.Parents will be informed at the end of the school day. |
| Phase 5 | Loss Extended break/ Friday Cap or After school reflection time to complete tasks and reflect on behaviours.Parents will be informedPolice involvement may occurMeet with parentsInvolvement of other agencies.EHATSafeguarding | Persistent and/or serious breaches of school rules. For example:* Repeated refusal to work
* Repeated verbal abuse
* Absconding
* Damage to property – Staff are to inform SLT and contact parents informing of potential costing. If there is a costing a letter is to be sent to parents inviting them to school to discuss incident and payment.
* Bullying
* Racism
* Smoking
* Serious malicious behaviour towards staff or pupils
* Safeguarding breaches
* Fighting
* Smoking at school
* Repeated inappropriate/sexual behaviour
* Repeated deliberate damage to property including vandalism and computer hacking Supply/possession/use of controlled or illegal drugs and solvents or their paraphernalia, or substances intended to resemble them
* Repeated possession of tobacco
* Blackmail, intimidation, racism or persistent
* Bullying
* Serious actual or threatened violence against another pupil or a member of staff
* Sexual abuse or assault
* Carrying an offensive weapon – Police MUST be informed if a knife is brought into school by a pupil. Please inform SLT.
* Arson
* Unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the pupil's behaviour
* Other serious misconduct by a pupil or parent (by association) which affects the welfare of a member or members of the school or which brings the school into disrepute (single or community repeated episodes) on or off school premises.

If unsure of next steps please do not hesitate to speak with SLT for advice and support.Cavendish View will endeavour to do help pupils to self-regulate and make the right choices, if any of the behaviours mentioned above are displayed by pupils, this dependant on the nature and frequency, may trigger a meeting with parents and involvement of other agencies. |