



Creation of a Safe and Nurturing Environment Policy

The Woodlands

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Behaviour Management to Create a Safe and Nurturing Environment

Introduction

We believe that The Woodlands Behaviour Policy should guide and support us in being a pleasant community in which to be. It outlines expectations for the whole school community, pupils, teachers and all other staff working in our school. We recognise the lead must be taken by the adults; we must make our standards of behaviour clear to the pupils and expect these standards to be met at all times

This policy sets out a framework for the behaviour of all in the Woodlands, and sets out appropriate ways of dealing with any issues or concerns that might arise. We are here to help our young people learn and thrive in a stimulating, safe and caring environment.

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Aims

Staff at the Woodlands work towards providing a caring, inclusive and high quality learning environment where all students feel safe and valued and can achieve both in terms of learning and personal development.

We aim to achieve this by:

- Promoting a culture of praise, encouragement and reward where students and staff feel valued
- Listening to pupils
- Staff portraying positive role models, behaviour and relationships
- Developing positive relationships across the school community based on mutual respect
- Promoting honesty, empathy and tolerance appreciating the efforts and contributions of all
- Celebrating difference and equality for all
- Encouraging good behaviour and managing incidents effectively
- Working alongside parents and carers to build a mutually supportive environment between school and home

Relationships and Responsibilities

Pupils in The Woodlands have a responsibility to:

- Behave in a way that does not jeopardise the safety of others
- Try to develop strategies that help them manage their behaviour and understand the impact of their behaviour on others
- Work hard to help rebuild relationships when they have broken down
- Show positive regard to adults working with them

Staff at The Woodlands have a responsibility to:

- Portray a positive role model and adopt anti -discriminatory practices
- Model appropriate behaviour and language. **Reflection of inappropriate language must not be used**
- Take appropriate action to ensure pupils and young people are safeguarded from harm
- Reflect on the strategies they use to manage behaviour
- Listen to pupils, young people and parents/carers
- Take responsibility for safeguarding pupils
- Work restoratively to rebuild relationships when they have broken down
- Empathise with issues affecting pupils and young people and ensuring they champion access to additional support as required

- Identify significant barriers to learning and ensure support is provided to address these issues for individual pupils

Parents/Carers have a responsibility to:

- Support The Woodlands in achieving the best for pupils and young people
- Ensure support for the establishment of a safe and supportive environment
- Work with The Woodlands to resolve any difficulties
- Communicate with The Woodlands to discuss any issues that may affect the pupil's ability or interest in learning
- Acknowledge positive achievements for their pupil

Establishing Methods of Working that Support the Culture

The Woodlands adopts a combination of practices and methods that support the development of a positive learning environment as described in this section

The School Day

The Woodlands operates what is known as a continuous day, thus ensuring that pupils and young people have the ongoing support and contact with staff throughout the whole day, including lunchtime, social time and breaks. This helps to promote positive relationships both in and out of the classroom environment.

Mentor Time

Pupils can access 1:1 support from their designated mentor.

Classroom Time

Teachers and non-teaching staff in The Woodlands are expected to demonstrate good behaviour management skills and strategies to promote positive behaviour for learning. The following everyday strategies are deployed by staff and make the learning environment more productive for both staff and young people:

- Be on time
- Make the classroom a positive environment by managing the pupils as they enter and leave the room and positively welcoming them
- Always be respectful and polite to pupils and young people
- Establish classroom routines with the pupils
- Adopt a calm but assertive manner at all times intervening early to address emerging behaviour and upset
- Make sure seating arrangements for pupils reduce disruption
- Deliver well planned and differentiated lessons ensuring pupils know what they are learning and what they need to do to improve
- Observe behaviour and be alert to emerging issues and upset
- Actively engage pupils in the lessons
- Reward good behaviour and participation

- Remove the audience from the pupil if they are experiencing considerable difficulty
- Continually check the learning of pupils throughout the lesson deploying support effectively
- Establish a clear end to the lesson, dismiss the class on time
- Adopt a range of strategies to support pupils who are struggling in class including one to one support in or out of the class environment to de-escalate emerging problems
- Acknowledge pupils' attempts to improve their behaviour
- Nurture self- esteem

Use of Strategies to Manage Behaviour

Despite attempts to minimise conflicts sometimes pupils find it difficult to manage their feelings and emotions and can react badly. Behaviour may include the use of inappropriate language, bullying, physical aggression, damage to property, self-harm and absconding.

This reaction may occur as a result of a number of feelings being experienced by the pupil including anger, frustration, fear and upset.

Staff interactions with young people are crucial to limiting the frequency, duration and intensity of disruptive behaviours. Skills that are deployed include:

Quick Reprimands

The staff at The Woodlands aim to pre-empt or deal with inappropriate behaviour quickly so that it is hardly noticeable.

A reprimand is a warning aimed at acknowledging or stopping negative behaviour thereby avoiding the need for further staff intervention. They should be used sparingly and should:

- Be appropriately targeted, low key, and should never humiliate a pupil
- Should focus on the unwanted behaviour and not the pupil
- Should be applied consistently and fairly
- Should be delivered calmly - shouting will only encourage the pupil to shout back

Pupils' access to facilities at break times may be restricted following a reprimand

De-escalation

This involves a range of techniques and skills to calm a situation when it is escalating to and maintain effective communication between the member of staff and the pupil ensuring the pupil remains in control and can hear and listen to what is being said to them.

Staff will try to **calm the situation** by:

- Choosing the appropriate time for initial intervention, remove from the audience
- Calmly acknowledge there is a problem
- Use appropriate body language
- Exploring what the young person is concerned about
- Showing empathy and allow the pupil to express their feelings
- Not being judgemental or critical
- Giving reassurance and support
- Carefully using other techniques that staff know will work for an individual pupil including careful humour, silence, distraction
- Follow guidance as indicated on PHP

Staff will then try to **explore the issues** to help the pupil understand what is happening and what they are feeling using principles outlined in RA:

- Ensure the pupil is in a safe environment to explore feelings
- Use of non-threatening dialogue as well as open body language
- Show empathy and not judgement or opinion
- Encourage the pupil to describe how they feel
- Paraphrase what is being said and check back with the young person to ensure that is what was meant
- Reassure the pupil

Staff will try to help the pupil to **problem solve the situation** and identify solution focussed options:

- Help the pupil to explore how things could be made better
- Explore pros and cons of all options
- Inform the pupil that they need to be in control of the decisions

Staff can then resolve the situation by:

- Agreeing what steps need to be taken to address the situation
- Support the pupil in doing this offering encouragement and reassurance
- Praise the pupil for having resolved the situation

Rewards

Staff are expected to balance the use of sanctions for unacceptable behaviour with the use of rewards for positive behaviour.

Each Key Stage has developed its own age appropriate way of acknowledging progress and good behaviour. Rewards vary from instant rewards such as activities at break to longer term rewards whereby young people can accumulate their rewards for a bigger reward such as a trip offsite.

Common principles that underpin rewards are:

- Genuinely earned not bartered
- Immediate recognition
- Active participation by pupil and choice
- Celebrate good news within the Woodlands and with parents/carers
- Verbal rewards should be regular and given frequently

Sanctions

When a pupil has been unable to sustain expected standards of behaviour reasonable and proportionate sanctions will be imposed. These may include loss of break time privileges, working away from the class with support from staff etc.

In some instances, when de-escalation has been unsuccessful and behaviours have continued suspensions may be necessary and proportionate to the pupil's behaviour. Where possible, parents/carers will be invited into school to discuss the pupil's behaviour and ways forward.

Use of Withdrawal

This describes the removal of a pupil from an environment where s/he may be getting support or reinforcement to maintain negative behaviour. It encourages the removal of stimulators for pupils thereby helping them to regulate.

Withdrawal may involve placing the pupil in the My Space or Thrive areas supervised by a member of staff. The member of staff should use the time to de-escalate the issues and prepare the pupil for a return to the classroom

The Woodlands **does not** support the use of seclusion where a pupil is required to spend time alone.

One to One Support

This is when a member of staff is assigned to provide targeted additional support for an individual pupil when s/he is distressed and vulnerable from others or when planned learning will benefit from this

One to one support should:

- Only take place within the normal Woodlands environment
- Be used positively and constructively and aimed at actively engaging the pupil, promoting their welfare, safety and resilience.
- Have approval from a member of the senior management team and should not exceed 30 minutes

Positive Physical Support

Sometimes staff may use physical diversion to reduce the likelihood of the need for increased physical intervention.

This may include a gentle reassuring hand on the arm, for example.

The intervening member of staff should have an established relationship with the pupil.

Contact should be minimal and should be stopped immediately if the reaction of the young person is not appropriate.

Use of Physical Interventions

Sometimes de-escalation does not work with individual pupils as they are not able to respond effectively to these strategies when dysregulated.

All staff have a duty to safeguard pupils, colleagues, members of the public and property and therefore staff may use physical intervention in rare circumstances to prevent harm to individuals or to property. Physical intervention is not used to force pupils for compliance unless their safety would be put at risk if action was not taken. It may only be used when a pupil is at potential risk or is causing or intending to cause harm to themselves, peers and staff, or property.

Physical interventions are not used to punish or cause hurt to pupils, they are used to safeguard pupils and property. There is a broad range of physical controls including:

Physical control can be used:

- To prevent a pupil from attacking a member of staff or another pupil
- To stop a fight
- To stop a pupil who is at risk of harming themselves.
- To prevent damage to property

Physical control **MUST NOT** be used:

- To enforce compliance unless the safety of the pupil is compromised if action was not taken.
- To remove disruptive pupils from a classroom if they are refusing to learn.

Physical Intervention may be appropriate to prevent a pupil from absconding if there are concerns regarding the safety of the pupil

Physical Intervention is used as a last resort. There is not a blanket approach applied to the use of physical interventions because staff need to consider the following factors:

- Risk posed by the pupil to themselves, others and property

- The pupil's level of understanding and personal situation
- Intentions of the young person
- Emotional state
- Antecedents to the situation
- Impact of physical intervention on the pupil

All staff are trained in a recognised physical intervention programme called Team Teach which is refreshed every year. The types of holding techniques are strictly controlled and monitored. Staff within The Woodlands have detailed procedures and policies regarding the use of Team Teach procedures.

Detailed records of interventions are completed by The Woodlands, and all incidents of physical restraint are subject to rigorous monitoring by the Local Authority, the Senior Leadership Team of The Woodlands and the Management Committee.

Pupils are required to describe their account of any physical interventions and parents/carers are informed within 6 hours of the incident taking place. Copies of the records, called Major Incident Forms, are available for parents/carers to view if requested.

The Senior Leadership Team of the Woodlands reserves the right to involve the police in incidents that may involve a criminal act.

Powers to Search

Refer to DFEE guidance 'Screening, Searching and Confiscation

Monitoring

Following use of physical intervention, all staff involved should complete the necessary forms, no later than 24 hours following the incident. These forms are then monitored by 'Team Teach trained' on site staff, audited by SLT and an External Safeguarding representative. The use of MIR's and any safeguarding issues that may arise are dealt with according to Safeguarding and Pupil protection policies. MIRs are closely scrutinised for trends

Training

Senior Employers Tutor (Advanced) on-site and intermediate instructors provide all Woodlands staff with regular onsite training, renewing their full training annually