



Resicare Alliance

Behaviour Policy

Document Control

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Philosophy

Through this policy we aim to:

- Develop mutual respect between children and others.
- Create an atmosphere where every individual is respected and where expectations of behaviour and work are high for all children and adults involved in the life of the school.
- Minimise the behaviours which can prevent learning taking place.
- Help children develop good social skills, increase emotional literacy, and develop meaningful relationships.
- Increase children's interaction with, and access to the community and develop a sense of belonging.
- Always teach good behaviour through clear guidance and expectations and lead by example in modelling appropriate behaviour.
- Provide a framework within which the more complex aspects of behaviour management will operate
 - Develop and build upon a child's behaviour for learning
 - Always practice within a human rights and person-centred framework
 - Have an understanding and awareness of the needs of each child being supported Plan and prioritise for the use of primary, secondary and non-restrictive tertiary strategies
 - As a last resort, only use PRICE approved restrictive and non-restrictive techniques
 - Use reflective practice to change culture and reduce the use of restraint
 - Work in a trauma informed manner
 - Staff meetings will involve reflective practice to address team dynamics/practice whilst holding each child in mind.
 - Debrief sessions after incidents will be held.
 - Regular practice of PRICE holds to ensure that these are used correctly and appropriately when/if needed.

Addressing positive learning behaviour through the curriculum PSHE (Personal, social and health education) is a key focus within the school, both within the taught curriculum and as a core part of ongoing school life.

The PSHE scheme of work is derived from National Guidelines and the PSHE association. Teaching staff plan their curriculum involvement with children very carefully to ensure they involve and consider the needs of all children within the group. Programmes of study, units of work and tasks are carefully adapted and differentiated to match individual ability. Every pupil should have the chance to achieve and succeed in a variety of ways.

By implementing our ethos – Blossom Rose , we engender a strong ethos of caring for each other and respecting those around us. Through work on making class rules and cross curricular activities and lessons, the young people at Blossom Rose discuss the positive ways they can help each other and manage themselves.

Promoting Positive Behaviour Environment for learning

A positive, engaging ethos underpins the school environment.

- An atmosphere where effort is praised, achievement rewarded, and difficulties are supported is promoted for children and staff alike.
- The development of self-esteem will be promoted at every opportunity.
- Cross curricular activities acknowledge the good work that children do and what they achieve.
 - Staff take responsibility for behaviour of the whole community of children in corridors, on the playground, in the dining hall, throughout the school – children also have a role to play in encouraging their peers to behave well.
- The school promotes a low stimulus environment.
- The school promotes the use of visuals to support and enhance communication for the young people and therefore promote better behaviour.
- All adults model controlled, respectful verbal and non-verbal behaviours, including the ability to reflect and re-assess the situation.
- Lessons are structured to be interesting and appropriately challenging.
- Children are encouraged to share and co-operate and to understand the needs of others.
- There are agreed classroom routines (e.g. transitions, individualised timetables and structures and routines) which are followed consistently to minimise anxiety.
- There are agreed classroom expectations which may be displayed in a way that children can understand (core vocabulary, drawings, visuals etc) which have been devised through discussion with children, so they have ownership.
- Appropriate positive behaviour is consistently noticed and praised.

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- There are clear systems used by the teams to support the children with regulation/co-regulation and wellbeing.
- Be aware of Primary preventative strategies and be open to environmental changes to help children's regulation.
- To teach pupils in our care to manage their distressed states and adapt their behaviour accordingly.
- It is our ethical responsibility to ensure that each child is psychologically safe in our classrooms.
- It is our responsibility to ensure that we provide an environment that is conducive to everyone's to each child's learning needs.
- We will adopt co-regulation as a strategy to support a child to modulate their emotional responses through sensitive care to their emotional states.
- We will ensure that our school has access to the latest resources to enhance social skills development.
- Our staffing team will get alongside our children to model appropriate behaviour within their usual everyday interactions.
- We view children's behaviour as communication. Wellbeing for learning
- The strengths of all individual children are recognised and celebrated by the team.
- The team develop an in depth understanding of the children and young people which means they can provide personalised learning experiences, supporting their needs and wellbeing.
- Children receive a range of praise, including verbal praise, stickers, stars, thumbs up, awards and certificates to acknowledge their achievement. Staff are mindful that all children are different, and some may not enjoy praise in front of the whole school for example but will praise appropriately.
- Children are encouraged to participate in the range of extra-curricular clubs/residential opportunities available to learn new skills which develop self esteem and lead to greater enjoyment of what the school has to offer.
- Where a pupil experiences difficulties in developing or sustaining appropriate behaviour there are systems in place which give additional support and attention.
- Sensory profiling of children increases staff knowledge of what will help a child to achieve and limit any negativity.
- When the need arises, appropriate meetings (Team Around the Family TAF, Child in Need CIN, Team Around the Child TAC etc) with parents and other agencies are set up to address any issues. Behaviour Policy 5 School support systems
- Staff are aware of, and use, strategies to minimise behaviours of concern. All staff who work with a pupil should be aware of specific systems in place for individuals. These should be outlined within their PBS plan.

- Within each class team there are clear, agreed systems used by the team to provide a consistent approach.
- Positive Behaviour Support Plans are drawn up in consultation with parents and the child where appropriate.
- Systems are individualised to the understanding of the pupil.
- Any sanctions considered necessary are only used after a description and explanation of the inappropriate behaviour have been given by the member of staff, a warning has been given, and the behaviour repeated.
- Any sanctions applied are consistent, relevant, proportionate, immediate, minimal, and understood by the pupil.
- Staff are aware that sanctions such as physical punishment, shouting at children or denying them food are never used.
- We will follow relevant LA guidelines following any potential exclusion from school. This will be a person-centred approach with effective timelines and measures in place to implement change and support re-integration.
- Staff are entitled to a debrief after any incident. There is scheduled time daily for staff to access this. Debriefs are to be logged on Cpoms by the lead of the debrief (SLT or PBS practitioner).

Person centred support

Children can present 'behaviours of concern' and can be difficult to manage, either on a day-to day basis, or periodically. This will usually be related to the complexity of need of the child (often in relation to underlying medical conditions/diagnoses) or environmental, sensory, social and emotional needs.

In all such cases, clear, individualised approaches, should be applied and an individualised Positive Behaviour Support plan completed - (see appendix A for example).

This will enable clear, individualised approaches to be specified, and communicated to parents and relevant staff, to ensure responses are consistent. Supporting teams should keep the Senior Leadership Team informed of any developments in changes of behaviours or presentation then seek their support when necessary. This can be logged using CPOM's.

In circumstances where children are regularly reaching crisis, SLT may use a further risk assessment which looks at success criteria to develop extra support around children and families.

This process involves substantial collaboration with home/agencies to support the child and is seen as an integral support tool to help a child through a significant issue.

In extremely rare circumstances, the Headteacher may consider the use of internal or fixed term exclusion.

Exclusion may result from pre-meditated violence, sexual/sexualised conduct which places others at risk, damage to self and property, whilst under the care of school staff.

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The key to supporting our children through a person-centred approach is to remain curious to the underlying unmet need, offering acceptance, empathy and positive regard. This includes involving the parents and carers where possible. Support to develop staff skills and confidence in managing pupil's behaviour and positive handling

The school staff team are trained in PRICE, Physical intervention package which is accredited by BILD and the Restraint Reduction Network Standard.

All teachers, teaching assistants and domestic staff will need to attend a two-day training course. All staff have a course participants handbook which gives them a range of strategies, support, and advice. New staff will be made aware of de-escalation techniques as part of their induction.

As new staff join, they will receive their PRICE training when numbers make this viable. Only appropriately trained staff can use any physical intervention agreed in an individual pupil's Positive Behaviour Support Plan. Staff will have a termly class-based meetings where support, strategies and concerns can be raised and discussed. Support for parents/carers in developing their child's social, emotional and behavioural skills Close liaison takes place with parents and carers, covering all aspects of their child's development.

This may be informally through the Class Dojo, communication book, phone calls, emails, class newsletters, the Annual Review, parents' evenings, and other focussed meetings. Parents and carers are encouraged to share positive information about their child, but also to share problems or concerns.

Home may also request that staff work on a particular social/emotional target as part of the EHCP and school placement.

The school also has contacts within Children's Services with other professionals who will be able to provide support directly in the home.

This may involve TAC (Team around the Child) or TAF (Team around the Family) meetings to support the child and their family.

The school Play Therapist can also play an integral role in supporting families, developing resilience, and promoting social, emotional regulation.

Records

Any behaviour incidents must be logged on CPOMS on the day of the incident. Any incident which involves a restraint is also recorded on CPOMS and a copy is emailed to the Headteacher responsible for Behaviour and Safety.

All Positive Handling Techniques appropriate for a child must be documented in their Behaviour Support Plan and these are in paper format and electronic copy requiring a signature for all who working with the individual child.

It is important for staff to record relevant incidents which cause concern, as this provides information regarding patterns and frequency which can pinpoint triggers or hotspots. Records ensure that information is available for the Senior Leadership Team and that they can then support staff/children effectively.

A summary of the behaviour incidents is made available to Head of Education on a termly basis.

Monitoring and Evaluation

The Headteacher is ultimately responsible for behaviour across the school. However, all staff support them in promoting and modelling high expectations of behaviour, and in providing structures which support positive approaches to learning and school life.

The Headteacher scrutinises CPOMS regularly. They look at patterns and individual children and plan on any additional support needed. They then speak to class staff over any pupil who is displaying any difficulties if necessary.

Strategy meetings will be held to support the child and team around them and set a plan with actions and accountability. The whole SLT monitor behaviour via Drop Ins, a presence around school and targeted monitoring visits.

Formal Behaviour and Safety monitoring sessions by the Head and the Safeguarding lead. This is in collaboration with the Positive Behaviour Support Specialist within the wider organisation.