

Navigators

Supporting Young People's Behaviour Policy



Navigators

Learning, Developing, Enjoying

Date: September 2021

Review Date: September 2022

This will be reviewed annually by L.McGrath

This policy should be read in conjunction with other school policies:
Student Behaviour & Exclusion Guidance for Staff
Safeguarding Policy
Anti-Bullying Policy
Student Code of Conduct
Whistleblowing Policy
Complaints Policy

Rationale

At Navigators we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We recognise that some students have been exposed to Adverse Childhood Experiences and will therefore need a personalised, trauma-informed approach to supporting them with their behaviour. Our supporting young people's behaviour policy guides staff to teach self-control, resilience and self-regulation- not blind compliance. It echoes our core values with an emphasis on building and maintaining trusting relationships as well as developing nurture and respect.

We have one underpinning rule:

Treat others the way you want to be treated.

There will be times when children are unable to behave in a socially appropriate manner. Children will need to discover where the bounds of acceptable behaviour are, and that this is part of growing up. This behaviour management policy states these boundaries clearly and firmly and they must be applied **consistently**.

Statement of Intent

- To develop a Policy that is supported and implemented by the whole organisation community inclusive of our young people, parents, carers and staff based on a sense of community and shared values.
- By applying positive practices to create a caring, family atmosphere in which learning and teaching can take place in a safe and happy environment.
- To teach, through the Navigators Curriculum Policy, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self discipline and encourage in our young people a respect for themselves, enhancing their self-esteem for other people and their communities and for property.
- To encourage positive behaviour rather than punish negative behaviour, by providing high warmth and high expectations alongside a range of rewards and consequences for children of all ages and abilities.
- To make clear to our students the difference between minor and more serious negative behaviours and the range of consequences that may follow using reflective and restorative practices.
- To treat problems when they occur, in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To build a community which values nurture, kindness, care, good humour, resilience, respect and empathy for others.
- To create a culture of exceptionally good behaviour for learning and to develop the skills needed to be able to function fully in the adult world.
- To help students take control of their behaviour, understand it and be responsible for the consequences of it.
- To ensure that our students know that they have the right to learn and the responsibility to allow others to learn

- To give our young people the tools to be able to resolve situations that may be threatening in a calm, non-violent way.
- The effective education of the students at the school is dependant on the establishment of positive attitudes to learning throughout the school. The school seeks to maintain this through a positive approach to behaviour management.

There are a number of essential elements to this:

- The development of good teacher/mentor/student relationships through which empathy, understanding, fairness and trust may be established
- Regular positive reinforcement of acceptable behaviour and effort through a points system of rewards and consequences
- A positive response to the individual needs of each child when they are in crisis. This is achieved through discussions offered to each child after an incident. Each child will have an individual and updated Navigators Support Plan (NSP) and Risk Assessment (RA).
- The discussions aim to take the same format each time, although the timing is not always the same. Staff must judge that enough time has passed for the student to be able to revisit the incident calmly, but not leave too much time that they have forgotten the incident. The discussion is often verbal and staff record the updated details later within the NSP, RA and student profile.
- Parental/carer support achieved through reviews and phone calls as necessary

The school has systems, rules and acceptable behaviours which are reviewed with the children regularly and discussed on admission with each child and their parents/carers.

Minor Breaches of Discipline

The class teacher or student support mentors generally deal with minor breaches of discipline in a caring, supportive, reflective and fair manner.

The students are made aware that they are responsible for their own actions and that all actions have consequences. Where a negative consequence is to be applied staff are asked to make it a logical consequence. For instance, if the child makes a mess then they are required to clean it up.

Procedures for Dealing with Major Breaches

Step 1 – The teacher or Student Support Mentor gives a verbal reminder of the behaviour that is required.

Step 2 – The teacher will give a further verbal reminder of the behaviour that is required and that this is the second request for compliance and a request for the child to take time out. This is lead by the centre manager.

In most cases the child responds to this request and takes some time to reflect and regulate/co regulate out of the environment as indicated in their

NSP. They will then return to the classroom/session and commence their learning task learning.

Reflection

This a system which is used as a positive tool by which a student can withdraw or be withdrawn from the classroom or other area where he/ she is experiencing difficulties with a situation.

IT IS NOT A PUNISHMENT or sanction, it is a means by which the member of staff can give the student in distress and others time to regulate themselves.

Serious Incidents

Repeated episodes of the following behaviours:

- Absconding
- Assaulting members of staff/students
- Serious disruption of the learning environment

These behaviours may lead to the student working in internal exclusion away from the other children, sometimes including lunch and breaks, so that the seriousness of the incident can be acknowledged and recognised by the child and that the feelings of other children and staff are recognised.

Whilst in internal exclusion the child will:

- Undertake restorative justice and exercise the ability to reflect
- Continue with learning tasks, depending on the child's position within the stages of crisis.
- Meet with a member of the SLT to discuss the incident; this will be recorded
- Parents/ carers will be informed of the incident

Should an incident be so serious that there is no other option other than to exclude a child for a fixed term then IRIS will be activated and all necessary paperwork completed.

These are extreme measures and include:

- Violent attacks on students, staff, property
- Suspected or proven drug use
- Carrying a weapon

The fixed term exclusion will be used by the school to write and/or review the plan and ensure that systems are in place for when the child returns.

Before returning to school a meeting will be held with a member of the SLT, parent/carer, child and a member of the class team in order to discuss the incident and to share the plan. At this meeting the plan will be agreed and a possible phased return to class may be decided upon.

If after further investigation and the implementation of different strategies the child's behaviour remains a considerable risk to all staff and children within

the school a review of the Navigators Support Plan will be made and the Head of Centre may, in consultation with the management group move to permanent exclusion.

Absconding

If a child leaves the building they are to be followed in a safe and unprovoking manner. The student is to be reminded, if appropriate, that if they leave the school site and go out of staff sight the police and their parents/ carers will be informed. Staff to continue to observe/ support as long as the student is in sight, perhaps moving back towards the building if the student begins to return.

If the student does go out of sight a phone call is to be made to parents/ carers and the police.

If the student is younger and/ or of higher risk as noted on their PHP, a member of staff may follow taking a school mobile from the office and informing the senior member of staff on sight.

Child Protection

It must be noted that the above stages will be abandoned if it is felt that child protection issues are involved and a full consideration of implications will be made such as contacting social workers where necessary.

Positive Handling

Good personal and professional relationships between staff and students are vital to ensure good order in our school. It is recognised that the majority of students in our school respond positively to the discipline and management practised by staff. Concrete and intrinsic rewards or positive consequences play a large part in engaging students in their learning and classes operate appropriate systems which can also carry negative consequences. All of these elements help to ensure the well-being and safety of all students and staff in School. It is also acknowledged that, in exceptional circumstances, staff may need to take a dynamic risk assessment. In these situations the use of reasonable, proportionate and necessary force may be required (See appendix 1). Navigators acknowledges that physical techniques are only a small part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this School:

- clearly understand this Policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary
- are provided with appropriate training to deal with these difficult situations
- have their practice monitored to maintain safety and quality.

Prevention

Primary Prevention

This is achieved by:

- the deployment of appropriate staffing numbers
- the deployment of appropriately trained and competent staff

- avoiding situations and triggers known to provoke challenging behaviour
- creating opportunities for choice and achievement
- developing staff expertise through a programme of Continuous Professional Development
- exploring students' preferences relating to the way/s in which they are managed.

Secondary Prevention

This involves the recognition of the early stages of a behavioural sequence that is likely to develop into violence or aggression and employing 'diffusion' techniques to avert any further escalation as per the students NSP.

Health and Safety of Staff

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety. Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out students' Positive Handling Plans, have a duty to report these to the Headteacher immediately as there may be an impact on their own safety and that of colleagues and/or students.

Using Force

No legal definition of reasonable force exists; **however** for the purpose of this Policy and the implementation of it in Navigators:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a student harming him/herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause
- Staff would be expected to follow the student's Positive Handling Plan in the first instance to manage an incident/challenging behaviour
- Only if all of the above have been tried and are unsuccessful should staff even consider any form of physical intervention. The overriding consideration should still be the reasonableness and proportionality of any intervention used.
- **ALL use of positive handling will be logged on IRIS as well as parents/carers of students involved**

All the techniques used take account of a student's:

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- medical needs
- social context

They also provide a gradual, graded system of response. Where behavioural records and/or risk assessment identify a need for a planned approach, Positive Handling Plans are written for individual students and with parental consent, they may be shared with other agencies/services supporting the student to facilitate consistency of approach so far as is possible.

Staff Training

Training is available for all staff at Navigators; it is the responsibility of the Head of centre to ensure training is kept up to date. Prior to the provision of training, guidance will be given on action that can be taken. Arrangements will be made clear, as part of the induction of staff, and training will be provided as part of on-going staff development.

Support Following Incidents

Navigators is committed to ensuring that, as a result of incidents, learning opportunities are created for students that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development.

In addition, procedures are in place to ensure that appropriate support is provided for staff and that following an incident, student/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

Visits out of School

Our Equality Policy states that all students should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each student prior to each visit into the community.

Due consideration should be given to the following:

- Is the student able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact School to get extra help if necessary and how will you get back?
- Have you remembered to take some of the "Public Concern Cards" to give to any onlookers to avoid having to explain what is happening during an incident?

Action after an incident

At Navigators we have a debrief procedure which should be utilised if staff need to debrief after an incident. Where staff have been involved in an incident involving reasonable force, they should have access to support.

The Head of Centre will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a student, this will be pursued through the appropriate procedure:

- Review of Positive Handling Plan

- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Student Disciplinary Procedure
- Exclusions Procedure: in the case of violence or assault against a member of staff this may be considered. The member of staff will be kept informed of any action taken.

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where, although the criteria for the application of the above procedures were not met, it is decided that the incident could have been managed more effectively.

Support Following Incidents

Navigators believes that “Listening and Learning” is vital to the ethos of the School. Staff within the school use a wide range of skills and communication aids to ensure that “Listening and Learning” and reflection takes place.

Staff should ensure that they are fully recovered from an incident before resuming their duties, and colleagues are encouraged to seek and offer support where it is deemed necessary.

Students who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for students with Autistic Spectrum Disorder
- A drink of water may be given
- Informal talk with Pastoral Lead.

Appendix 1

Definitions of Positive Handling.

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Positive Handling Plans are a plan for the ‘positive management of student’s’ challenging behaviour. They are based on a risk assessment and identify positive prevention strategies and how a student may need to be supported in a crisis.

1. Physical Contact

Situations in which proper physical contact occurs between staff and students, for example in the care of students, in order to support their access to a broad and balanced curriculum. It would seem reasonable that children can sometime require opportunities for close contact such as cuddles/hugs and, as long as this is within public view, sensitively carried out and age/person-appropriate, SLT would fully support this approach.

2. Escort/ Guide

This may be used to divert a student from a destructive or disruptive action, for example guiding or leading a student by the arm or shoulder where the student is compliant. This technique cannot be emphasised enough and, in the hands of a skilful practitioner, many students can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to “defuse” a situation by a timely intervention.