



Behaviour Policy Introduction

We aim to ensure that all children are treated fairly and feel happy, safe, and secure. We strive to create an atmosphere where all children feel uniquely special and are able to understand, recognise, uphold and promote the values of honesty, courtesy, kindness, perseverance and respect.

The Anchor SENDfriendly Centre is proud to be an inclusive centre that meets the needs of all children - this includes those with complex family backgrounds as well as those with a range of special educational needs. We understand that many children need help to manage and articulate their emotions and need additional support to conform to our behaviour expectations and we seek to support them to achieve those aims. However, we also recognise that all children have a right to feel safe and secure in an atmosphere conducive to learning, so this policy is designed to reflect the work we do, ensuring all our children can have the very best of starts in life.

Our environment has needed to be radically altered to offer the safest operating procedures for pupils and staff, which may not be those best, designed for optimal learning or wellbeing but are in accordance with government guidance issued.

We base our behaviour management on promoting the TAS Centre's rules and values, celebrating the positives and incentivising children to make the right choices and therefore improve their behaviour. However, clear, and consistent sanctions will also be enforced, as appropriate.

This Policy operates in conjunction with the following policies:

- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- SEND and Inclusion Policy

In reviewing and implementing this policy, the guidance contained in the Department for Education (DfE) document 'Behaviour and Discipline in Schools. Advice for Headteachers and school staff (January 2016)' has been used to review and implement this Behaviour Policy.

Aims

- To create a safe and secure environment that promotes effective learning.
- To promote positive relationships between pupils, staff, and our community.
- To encourage and support children to become well rounded, self-disciplined respectful, moral, and caring individuals.
- To provide both challenge and support to achieve the highest standards.

- To support the delivery of highly effective teaching that equips children with essential knowledge and skills to promote academic achievement and an appreciation of learning within a rich and relevant curriculum

TAS Centre Rules

We want our learners to:

Be ready.

Be responsible.

Be respectful.

Be safe.

Be ready to learn.

Being in the right place at the right time

Paying attention when adults are talking

Be responsible for their actions.

If we have a problem, we speak to a grown-up and trust them to sort it out.

We walk around the centre calmly.

Be respectful of each other.

We treat others and speak to others in the way that we like to be treated and spoken to.

We say 'please' and 'thank you' to each other.

We respect and look after each other's belongings and take care of TAS.

When a grown-up asks us to do something, we do it.

Be safe and feel safe.

We do not bring things into centre that are dangerous and not needed for our work, play or at lunchtime.

We keep our centre a 'fight-free' zone.

These rules are the foundations for everything we do, but to Be safe now includes the following:

- *Arrive and leave TAS at your allocated time*
- *Wash hands using soap thoroughly on arrival to TAS and at other points throughout day, especially before eating and as directed by an adult.*
- *Use hand sanitiser if hand washing not practical as directed by adult*
- *Do not touch or hug other adults or children*
- *Try not to touch your face with your hands, especially your mouth, nose, and eyes.*
- *If you need to cough or sneeze, use a tissue and then put it in the bin. If you don't have a tissue, then cough or sneeze into your elbow/ upper arm.*
- *Immediately wash your hands.*
- *Tell an adult straight away if you feel unwell or have been coughing quite a lot.*

- *Do not share drinks bottles, food, cutlery or plates and cups etc*
- *Follow instructions about staying within your allocated group even if you have friends you want to be with in another group on the playground, in the dining room or anywhere else in TAS.*
- *You must only use the toilet when an adult tells you it is safe to do so. Flush the toilet after you've used it. If there is someone else in the toilet area or at the sinks, you must stay socially distanced from them. You must wash your hands thoroughly and dry them.*
- *You must **NEVER** spit at anyone or anything. This is **VERY DANGEROUS FOR OTHERS.***
- *Only use the resources, equipment, or apparatus in the classroom or outside that an adult tells you is safe to use.*

The Senior Leadership Team will:

- Be a positive role model
- Implement the behaviour policy, reinforcing the need for consistency throughout the centre.
- Report to governors regarding the effectiveness of the policy support staff when dealing with challenging behaviour and the law.
- Ensure the health and safety and welfare of all children by following the latest published government advice.
- Praise and encourage positive behaviour including rewards and celebration assemblies - where appropriate.
- Ensure the promotion of the Rules and Values in and around TAS.
- Ensure appropriate use of sanctions.
- Work closely with parents/carers of children displaying challenging behaviours.

All Staff will:

- All staff, teachers, and support staff are responsible for maintaining good order at all times; ensuring that all pupils act in a reasonable, responsible manner, showing respect for self and others.
- Promote TAS rules and Core values in and around the centre (paying particular attention to explicitly teaching the specific Be safe rules at an age-appropriate level as related to COVID-19)
 - Praise and reward positive behaviour, including stickers, Recognition Boards, and nominations - as appropriate and review and adapt to respond to pupil need
- Plan and deliver effective lessons taking account of children's starting points
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need to socialise and develop their interpersonal skills
- Be a positive role model
 - Inform parents/carers about the welfare and behaviour of their children by telephone/video conference (face to face meetings to be avoided unless necessary and then only after authorisation by CEO or their absence member of SLT social distancing guidelines/video conference)

- Follow the behaviour policy consistently and report negative behaviour following the correct procedure - paying particular attention to adapted use of removal to alternative rooms
- Work in partnership with the senior leadership team to ensure all agreed strategies and actions are carried out including the use of individual Behaviour plans or Pupil Passports.

Parents/Carers will:

- Support their child in adhering to the Behaviour Policy
- Inform TAS of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly

Children will:

- Follow the centre rules
- Uphold TAS’ values
- Be responsible for their own actions and their impact on others.
- Learn to work cooperatively
- Accept sanctions and be willing to be reflective to change behaviours.

Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour, which is causing a concern at TAS, steps will be taken to inform parents. The class teacher will have the initial responsibility for this. Teachers will be responsible for reporting any early warning signs for behaviour and safety to members of the Senior Leadership team so strategies can be put in place and more formal steps can be taken. The behaviour policy is shared with Parents/Carers. Senior leadership, with the support of the wider team will strive to support and encourage parents to share the same aims of TAS in promoting good behaviour. Where appropriate parents will be signposted to additional support where this is needed. This amended policy will be shared via email and the website to all Parents/Carers.

Our Reward System

The aim of our reward system is to create and maintain a well-motivated and positive atmosphere where children learn that teachers and other adults at TAS consistently recognise good behaviour. Positive recognition encourages children to continue appropriate behaviour and giving attention to good behaviour reinforces expectations - children need to be told they are doing the right thing and be praised and rewarded for it.

TAS Rewards		
Reward	Reason	Frequency
Verbal recognition/praise	Good work, behaviour, moving around TAS safely, helping others	Daily
Stickers	Good work, behaviour,	Daily
Special Responsibility	Being responsible, respectful, helpful	Daily/weekly/termly

Star of the week	Sticker for best behaviour/effort	Weekly
Postcards Home	Good work Kind Act Improved behaviour	One weekly
Pupil of the month	Best effort	Monthly

Sanctions

The Education and Inspections Act 2006. Section 91 states that the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have.

Stage 1	Reminder	Reminding a student of the behavioural expectations
Stage 2	1 st Warning	Reminding that their behaviour is unacceptable. Reminder of the behaviour policy
Stage 3	2 nd Warning	Explaining to the student that they have received a 2 nd warning, reminding them of the sanction.
Stage 4	3 rd Warning	Time out (3 minutes) Explain that student has not followed the TAS rules and therefore could lose their choosing time
Stage 5	Sanction 1	Student will lose their chosen activity ie: iPad time, park etc.
Stage 6	Sanction 2	If a student persists on not following instructions or becomes physical with any staff member/student/visitor at TAS, parent/carer will be contacted to collect their child immediately.

Additional Support for Persistent Challenging Behaviour

The vast majority of children respond positively to the rewards and sanctions system at TAS, and behaviour remains positive. However, the centre recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Escalation of sanctions without

corresponding support is usually ineffective. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The centre's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Support strategies may include:

- Seek advice from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify and support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Special Educational Needs

Pupils who have been identified as having a Special Educational Need with associated behaviour challenges will be given appropriate support and targets to encourage, promote and model appropriate classroom behaviour designed, discussed, and shared with the pupil and parents (a Pupil Passport). The SENCO will ensure that Pupil Passports for all children including those with an Educational Health and Care Plan (EHCP) are reviewed and any outside agencies are fully involved as necessary.

Exclusions

If the behaviour of a child is such that a child is posing serious threat to the safety of others and the school has exhausted all strategies to reduce that risk, then exclusion remains an option. However, the headteacher would seek guidance from the Local Authority before carrying out this sanction as in the context of the virus, the safety of the pupil at home may also be seriously compromised and this risk should not be diminished but viewed as part of the overall risk assessment for the child, taking on board the views and advice of all relevant stakeholders and agencies.

In exceptional circumstances, where a child is not responding to the additional support offered and escalated sanctions and all appropriate advice has been sought from relevant professionals, then a fixed term exclusion may be enforced. However, a single incident of such severity that the health and safety of pupils or staff is at risk, may also generate an immediate fixed term exclusion. In exceptional circumstances where multiple fixed term exclusions have been issued or a single act of behaviour is of the severest nature then a permanent exclusion would be considered by the head teacher seeking advice from the Local Authority Inclusion team. However, where a child is at risk of permanent exclusion, TAS will work with all stakeholders to seek to minimize this risk.

Playtime and Lunchtime Arrangements

- Staff who supervise playtimes and lunchtimes work in partnership with the teaching staff and ensure that good behaviour is celebrated, and poor behaviour is identified and reported.
- If it has moved beyond a second warning; if physical aggression has taken place, then it is reported to a member of the Senior Leadership Team immediately.
- During the lunchtime, staff may ask children to take time out by standing on their spot or walking round with a staff member as most appropriate to address any incidents not requiring immediate support from Senior Leadership
- During indoor play, children would be asked to take timeout within the classroom as most appropriate.
- Poor behaviour is communicated verbally to the relevant class teacher and recorded in a lunchtime behaviour book to avoid unnecessary disruption to the start of the afternoon.

IMPORTANT:

➤ A child should not be left in a classroom at any time unsupervised.

Bullying

Bullying takes many forms and may include intimidation, being 'sent to Coventry' and, in some cases, physical aggression and violence. We encourage children to tell a teacher or another member of staff as soon as possible if they are being bullied or know someone who is.

This aspect of behaviour is covered fully in our Anti-Bullying Policy.

Behaviour Incident Recording

Incident logs are not for low-level disruption unless it is on-going. All serious behaviour incidents should be logged as soon as possible (lunchtime/end of the day) using ARBOR (Child Protection Online Management System). All incidents should include the action(s) already taken by the class team. All incidents should include alerts to other relevant staff e.g., Teacher, LSW

Incidents **MUST** be reported verbally where immediate action may be required. If witness statements are needed, these can be completed separately and uploaded to ARBOR by the end of the day.

Protecting Children from Physical Harm and the Use of Reasonable Force

In exceptionally rare circumstances where a child's behaviour is putting themselves or others at risk of bodily harm then it may be necessary for an adult to physically intervene, after all other available methods have been employed then physical intervention, where it is deemed safe to do so. In some exceptional circumstances, where a child's behaviour is putting themselves or others at risk of bodily harm, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Taken from DfE's 'Use of Reasonable Force - Advice for headteachers, staff and governing bodies, July 2013.'

Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.

- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

TAS follows this guidance for the protection, safety and wellbeing of both pupils and staff.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will **not** be returned to pupils. We will also confiscate any item which is harmful or detrimental to TAS behaviour. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DFE guidance: 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies February 2014'.

The law allows staff to confiscate, retain or dispose of pupils' property as a punishment, provided it is reasonable in the circumstances. The most common use of this is where a child is distracted from their learning by fiddling with an item belonging to them which staff will usually remove and return to the child at the end of the day, but this may vary depending on the age of the child. However, in the exceptional circumstance that a child brings prohibited items to school, staff have the power to search to confiscate such items.

Prohibited items listed in law are as follows:

- weapons, e.g., knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, e.g... cigarettes
- pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the TAS rules which has been identified by the centre as an item that may be searched for, for example, mobile phones (unless it has been authorised by TAS)

Malicious allegations

Allegations of abuse will be taken seriously and acted upon in a fair and consistent way as set out in our Child Protection and Safeguarding Policy. Where allegations have been proven to be malicious the DSL will enforce appropriate sanctions as appropriate to the context.

Please refer to our Safeguarding and Child Protection policy for more information on responding to allegations of abuse.

Training

All new staff are provided with training on the TAS's behaviour policy and procedures as part of their induction process. Behaviour management will also form part of all staff members CPD.

Monitoring arrangements

This behaviour policy will be reviewed by the Senior Leadership Team every year. At each review, the policy will be approved by the CEO.

Written by:	Christalla Aggeli
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