

Applebee Wood Community Specialist School



Behaviour for Learning Policy

Headteacher: Michelle Padgeon

Head of Governors: Carol Wooldridge

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The DFE recommends that this policy is updated annually.

Our vision and aims are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Applebee Wood Specialist School has been offering specialist provision in teaching pupils with Educational Health Care Plans for over 50 years. Children who attend Applebee Wood Specialist School are happy and safe in our nurturing environment.

Pupils are offered not only education, but vital skills needed for adult hood. Our strategy is to encourage children to develop coping strategies, raise self-awareness, build self-esteem and confidence.

At Applebee Wood we are a trauma informed school creating a positive ethos, providing young people with a direct experience of reliable attachment figures and a safe and caring environment. We identify the 6 key principles of trauma-informed practice being:

Safety, Trust, Choice, Collaboration, Empowerment and Cultural consideration.

We have specialist trained teachers and a large number of dedicated staff who will support and understand every child's individual needs. Our class sizes are small to provide pupils with the specialist care they deserve and need, whilst providing this in our warm and nurturing environment.

Our Vision

To offer a safe place for children with special needs to thrive, their needs are at the heart of everything we do. The whole Applebee Wood team works together to meet the needs of the child and families with support from SEN experts and outside agencies.

Our Values

Respect
Belonging
Trust
Resilience
Aspiration

School Beliefs

It is important to create a happy, safe and secure leaning environment where all pupils' needs are met, where progress achievements and success are recognised and praised.

It is important to help students acquire knowledge, skills, and confidence, which enables them to lead a full, interesting and independent life.

It is important to listen and respect the pupils voice and their contributions.

It is important to develop pupil's personal responsibility and encourage decision making and choice, communicating through whatever means appropriate.

It is important to offer opportunities of working cooperatively alongside others, developing friendship and respect for others.

It is important to promote the pupil's spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.

It is important that all statutory guidance is delivered to the pupils.

It is important that all staff are provided with training and development opportunities to enable effective practice.

School Aims

Every child is unique we aim to create a special place where children feel happy, safe and loved.

We believe that successful learning thrives in a fun, creative and stimulating environment.

We strive for excellence and enjoyment in everything we do.

We believe that that the individual matters. We are committed to breaking down barriers and providing equal opportunities for everyone.

We value effective partnerships with our families and friends and firmly believe that together we can help every child reach their dreams.

Sections:

1. Our Guiding Principles
2. Promoting Positive Behaviour
3. Behaviour Management, De-escalation and Self-Regulation
4. Responding to Challenging Behaviour
5. Parental Involvement
6. Reviewing, Recording and Reporting
7. Bullying
8. Mobile Phones and Devices Protocol
9. Appendices

1. Our Guiding Principles:

Applebee Wood Community Specialist School is a Trauma Informed and attachment aware School. This means staff use a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience. We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. As part of this, the school also uses a comprehensive and flexible reporting tool for tracking change over time, for both individuals and groups of pupils. Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn. The Trauma Informed School programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions. With a programme of continuous development, all our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

As part of our Trauma Informed and attachment aware approach, Applebee Wood Community Specialist School use Restorative Practice to support the regulation of behaviour. Restorative Practice is based on pupils' level of development and understanding. It is the belief of the school that any 'interventions' which are restorative by nature are unique learning opportunities; situations where the behaviour can be highlighted and addressed allowing for positive outcomes and minimising the opportunity for those behaviours to be further present. The Restorative Practice process facilitates:

Pupil (Responsible for behaviour displayed)	Victim (Or those impacted by the behaviour)
<p>Learn about harm caused.</p> <p>Acknowledge any harm caused and how that may impact those around them.</p> <p>Explain what happened, what led to the incident, how they were feeling.</p> <p>Opportunity to provide a sincere apology and explanation.</p> <p>Attempt to repair any harm caused and or damage.</p> <p>Reduce the risk of any further incidents resulting in the behaviour/s displayed.</p>	<p>Provides opportunity for those affected to participate in the process which places them at the centre.</p> <p>A platform for them to have their say and explain how it is has impacted on them. Regain control of a situation by choosing to participate.</p> <p>Have input and a say on how the situation can be resolved, damage repaired and how the apology may be delivered.</p> <p>An opportunity to witness genuine remorse and a sincere apology.</p> <p>Reduces the anxiety and any potential ill feeling the victim/s may have towards the person displaying the un-desired behaviour/s.</p>

By adopting Restorative Approaches, interventions are more likely to reflect the nature of the class, group and individual. Interventions may include:

- Planned support strategies, including sensory breaks, mentoring, key workers and calming strategies.
- Verbal and non-verbal communication to demonstrate mood, facial expressions, body language, hand gestures and so on.
- Positive reinforcement.
- Unconditional Positive Regard.
- Consistent modelling of positive behaviours and desired behaviours from all staff.
- Opportunity for pupils to remove themselves from a situation is anxieties/frustration becomes increased.

At times, formal interventions are necessary, they may be implemented due consideration of any incident. It is important that context, antecedents and pupil age are considered and may come in the form of:

- Restorative twilights: pupils, with permission of parents/carers may be brought back after the regular school day to reflect on the day, repair, using restorative practices, any relationships which may have been damaged and to complete any work missed during the normal school day.
- Internal 1:1
- Exclusion: a period of time agreed with parents/carers after consultation, allowing for reflection and contemplation. This measure is to be used for serious or persistent issues of unwarranted behaviour (see exclusion policy for explicit explanations and examples of what behaviours may constitute a fixed period of exclusion).

3. Promoting Positive Behaviour:

Applebee Wood values students' achievements by:

- Linking behaviour to the behaviour curriculum
- Using stamps/stickers
- Positive role modelling
- Positive praise and encouragement
- Recognising 'green behaviours' and rewarding students with merits using TrackIt Lights
- Contacting parents – phone, text, email, letter to celebrate success
- Presenting students with certificates
- Nominating students positive pupil of the month/ pupil of the week
- Recognising all improvements in standards, behaviour, attendance and achievement
- Termly rewards for the house team with most merit points
- Annual awards presented at our end of year Awards Assemblies.

Applebee Wood holds weekly 'Celebration Assemblies' to celebrate progress and achievement. There is a whole school merit system in which students can work toward awards. Awards can be achieved by earning merit points linked to our four behaviour expectations:

Be Ready (Bertie) – ready to learn, ready to listen, ready to join in.

Be Kind (Becky) – Kind hands and Feet, kind words, kind actions.

Be Safe (Bruce) – Safe friendships, safe online, safe behaviours.

Be You!

- Pupils will achieve award for earning merit points as follows:

Bronze – 250 merits

Silver – 500 merits

Gold – 750 merits

Platinum – 1000 merits

Diamond – 1500 merits

Rainbow Headteachers Award – 2500 merits

100% Greens for the week – good to be green certificate sent home

100% Greens for the term – celebrate with the Headteacher

4. Behaviour Management, De-escalation and Self-Regulation:

Students presenting with challenging behaviours are supported by:

- Highly skilled and specialist staff
- Trauma informed staff
- Team teach trained staff
- A structured curriculum that meets their needs
- Bespoke adaptations to the curriculum that engage and promote success
- A visual behaviour tracking system
- Learning resources that promote access and engagement
- De-escalation strategies that allow students the space to calm anxieties
- Access to bespoke interventions
- Attachment aware/Adverse Childhood Experiences strategies

A small minority of students presenting complex and challenging behaviour are supported by:

- Highly skilled and specialist staff including TEACCH trained teachers
- A structured 'no-demands' curriculum that meets their needs
- Bespoke therapeutic adaptations to the curriculum that engage and promotes success and builds relationships
- De-escalation strategies that allow students the space to calm anxieties
- A visual behaviour tracking system
- Access to bespoke interventions
- Attachment aware/Adverse Childhood Experiences strategies
- Support as outlined in the care and control policy

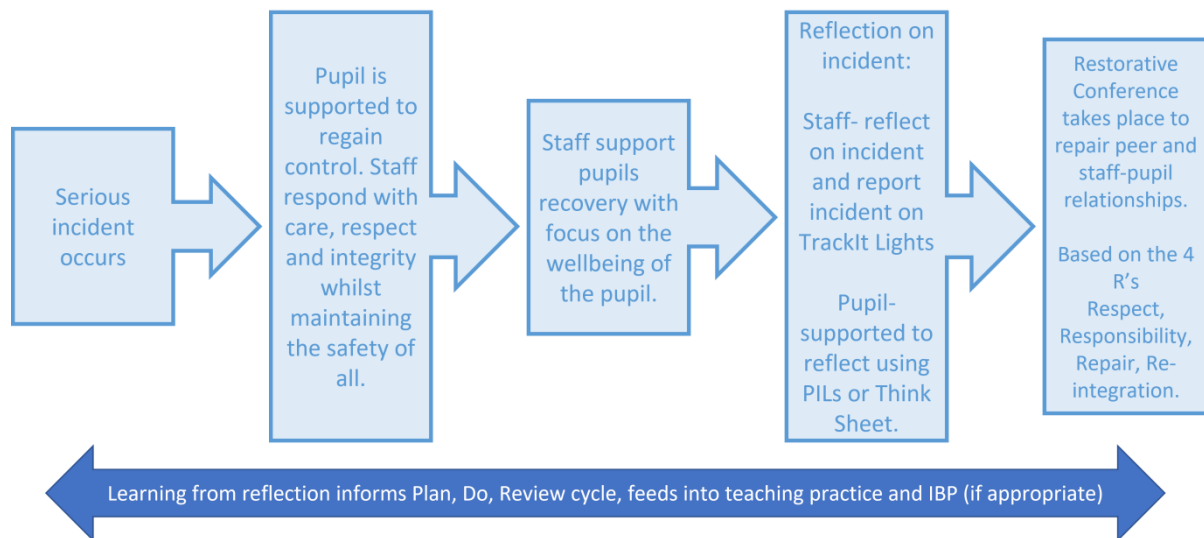
Examples of de-escalation strategies used; Help scripts, Visual timelines and timetables, Sensory profiles, Movement breaks, Working towards, Motivational rewards/choose activities, Restorative conversations, Change of face, Lesson structures, Well-being boxes/packs, Mindfulness.

5. Responding to Challenging Behaviour:

Incidents of disruptive or challenging behaviour are tracked using TrackIt Lights. Red Behaviours are logged and Incident Forms recorded on the TrackIt Lights system. Red Behaviours include:

- Persistent negative behaviour
- Dangerous behaviour
- Bullying
- Disrespectful behaviour
- Violence
- Damaging property

- Refusing to hand in mobile phones/tablets etc.



Behaviour data is tracked weekly and analysed for trends.

Pupils with 100% greens receive a 'good to be green' certificate

Pupils with 95-91% greens have a discussion with their form tutor and strategies put in place.

Pupils with 90-75% greens have a discussion with their Phase Leader and strategies put in place.

Pupils with less than 75% greens have a discussion with the Behaviour Lead and strategies put in place.

Where a student has been identified as presenting with challenging behaviour a behaviour meeting is called and an individual behaviour plan is drawn up or reviewed. Following this:

- Staff work collaboratively to plan and implement an Individual Behaviour Plan and an Active Solution Plan.
- The plan should focus on supporting the student, prioritising their own well-being, is focused on a SMART target, includes strategies appropriate to the ability and age of the student and is communicated with all appropriate adults including parents.
- It is the form teacher's responsibility to ensure this plan is implemented with the support of the pastoral team and SLT.
- All solution plans should be reviewed and adapted within 4-week timeframe.

Pupils identified as having complex and challenging behaviour are baselined using PIVATS and the Jigsaw Resilience Scale. This data, and that from TrackIt Lights is used to track a pupil's progress and helps to identify areas for intervention.

6. Parental Involvement:

At Applebee Wood we work with parents to support their child. We actively encourage parents to work in partnership with school and value their contribution. Parents are asked to sign the Home School Agreement sent home at the beginning of each year:

School and parents communicate about a child's progress through:

- Messages in the home school diary (for appropriate pupils)
- Phone calls

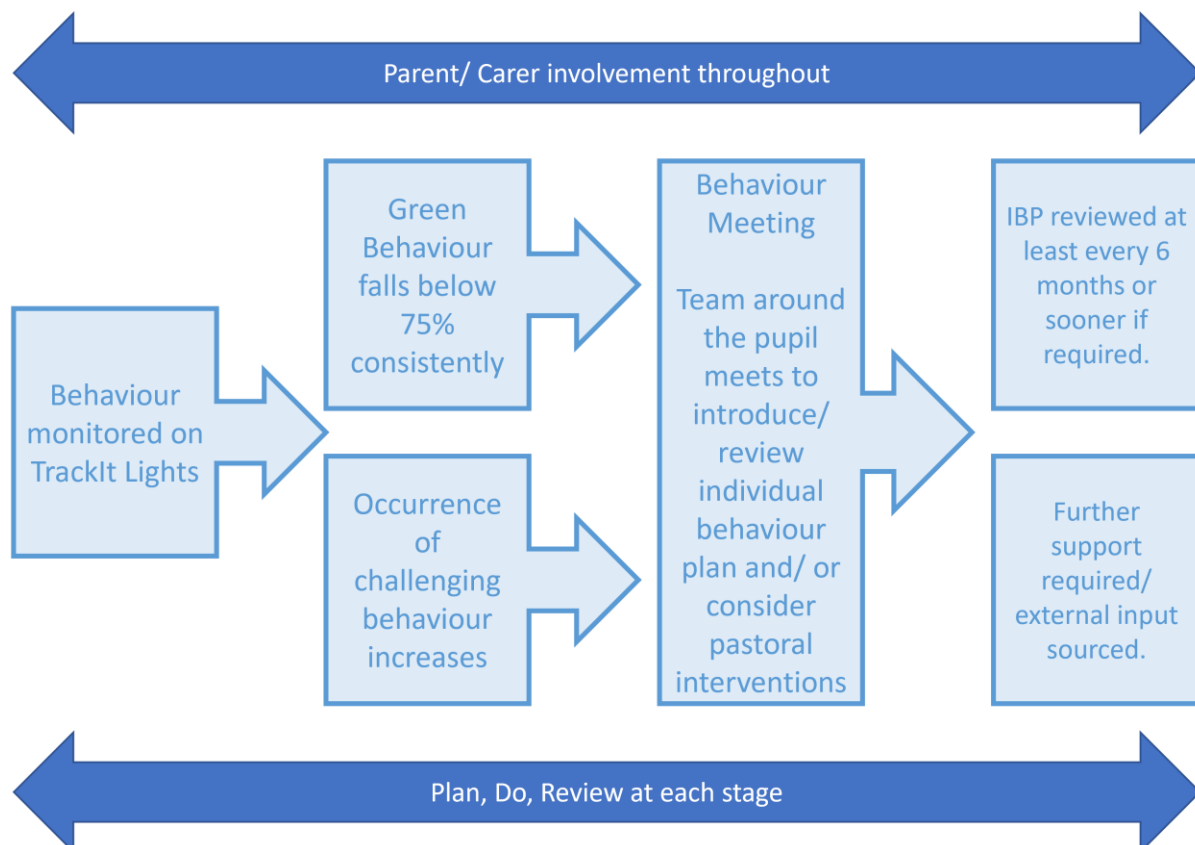
- School meetings
- Home visits
- EHCP Annual Review process
- Social Care meetings and up-dates

If a pupil is supported by an Individual Behaviour Plan (IBP):

- Parents are given the opportunity to contribute towards this plan
- Parents are offered strategies and resources to support behaviour at home
- Parents are given the opportunity to see de-escalation strategies used

When an IBP includes a positive handling plan:

- This is discussed with parents through phone calls and/or meetings
- Parents are asked to sign the positive handling plan
- Team Teach tutors offer parents the opportunity to see positive handling strategies used
- Any changes or adaptations are discussed and planned with parents



7. Reviewing, Recording and Reporting:

Recording and reporting of challenging and disruptive behaviour is logged through TrackIt Lights and serious incident reporting forms which links into CPOMS. Reviewing of behaviour across school is a continuous cycle however formal analysis of behaviour data occurs termly and this analysis is reported to Governors.

8. Bullying

At Applebee Wood Community Specialist School we strive to ensure that our students feel safe and happy at school. We are committed to working with staff, students, parents and carers to create and maintain a school community where any form of bullying is not tolerated and positive behaviour is promoted. Bullying is the desire to hurt, or threaten, other people and can range from gestures, verbal insults, physical aggression, extortion, etc., and implies a degree of premeditation and frequency. The school believes a whole school strategy is appropriate to tackle this issue. Students, staff, parents and governors work together and ensure that clear action is taken to prevent bullying. The PSHE curriculum contains work on preventing and discussing bullying, and the behaviour policy should promote responsible behaviour; however, in order to reduce this problem, the staff will:

- raise the self-esteem of all students
- work with the victims as well as the bullies
- reward non-aggressive behaviour
- watch and listen for student difficulties
- tackle verbal, racist and sexist language
- implement school procedures
- patrol the school at breaks and other times
- record events in a written form
- inform parents of both victims and bullies and get a response from parents
- inform and involve the governors of the school

9. Mobile Phones and Devices Protocol:

Students who bring mobile phones or mobile devices into school must hand them in to staff in their form room on arriving in school. Mobile phones and devices are kept securely throughout the day, and students collect at the end of the day to take home. Students found to be misusing this policy will have their device confiscated and it will be returned directly to their parent.

Where this isn't possible, school will communicate with parents to outline they do not bring it into school.

10. Appendices:

1. Applebee Wood Behaviour Curriculum
2. Individual Behaviour Plan
3. Restorative Practice – Reflection Tool