



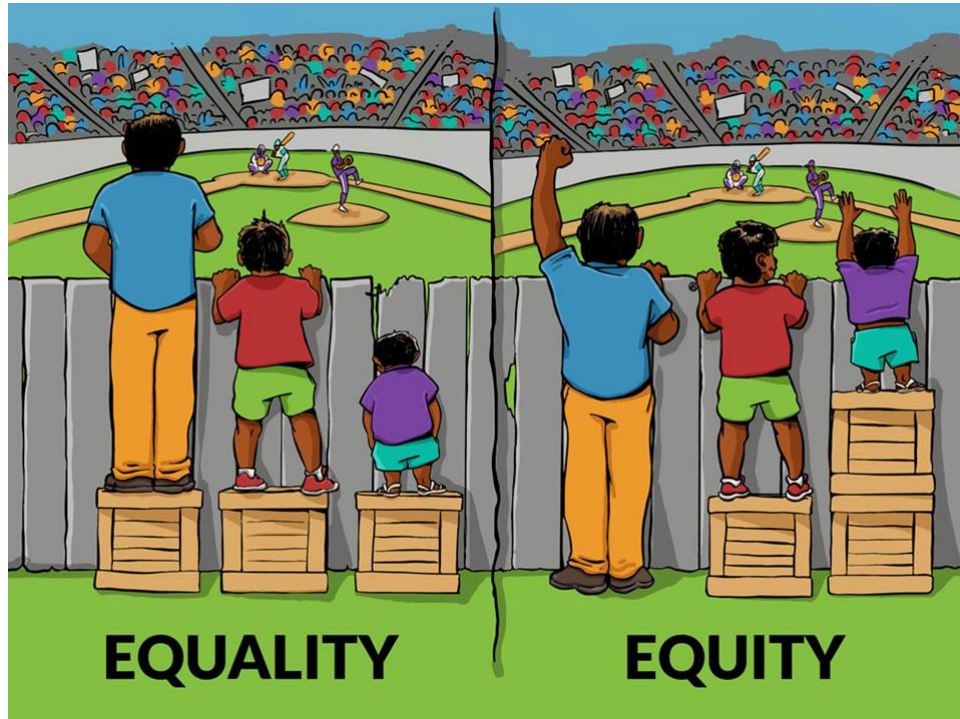
Appendix 1

Behaviour Guidelines for Highfield Academies

Key words and phrases used in this policy

Unsocial behaviour	Not doing as instructed, but <u>not to the detriment of others</u> .
Difficult detrimental behaviour	Behaviour that is detrimental to the child or others, for example calling out in lessons.
Dangerous detrimental behaviour	Behaviour that will result in injury or damage.
Valued behaviour	Behaviour which is positive, helpful, and intended to promote social acceptance. Valued behaviour is characterised by a concern for the rights, feelings and welfare of other people.
Educational consequences	Educational consequences provide the student with the skills and strategies to behave differently faced with the same set of circumstances reoccurring.
Protective consequences	Temporary measures put in place to manage safety.
Helpful feelings	Feelings which promote wellbeing or safety in a given situation.
Unhelpful feelings	Feelings which lead to detrimental behaviour in a given situation.
Positive experiences	Enjoyable experiences which build self-esteem, confidence and tolerance.
Dysregulation	When a student is unable to display valued behaviour.
Values and beliefs	When a student is unwilling to display valued behaviour.

Equity



We advocate for each child to receive the resources, differentiated experiences, appropriate interventions and differentiated learning that will enable them to become as equal as is possible. Good equity results in equality.

Treating everyone the same is anything but fair, what equal treatment does is ignore, erase and dismiss our differences and further promote existing privilege.

Equality is giving everybody the same regardless of need.

Equity is giving everyone what they need to achieve success.

Staff Guidance

All staff who work directly with students will be trained in the Cambridgeshire Therapeutic Thinking approach. New staff will watch an introduction video to Therapeutic Thinking within their first week of starting their job role. A full day of Therapeutic Thinking training will take place within 6 weeks of their start date. We will hold refresher training annually. School Governors will also undertake basic Cambridgeshire Therapeutic Thinking training.

Staff must:

- Use language, tone of voice, body language and positioning as instructed in their training



- Only model behaviour that follows their Cambridgeshire Therapeutic Thinking training ie. no public telling off or shaming students.
- Pro-actively facilitate student regulation.
- Be aware of and consistently follow the IBP/behaviour plans of any students they work with.
- Staff must ask for a 'change of face' if they are feeling overwhelmed in a behaviour situation.
- Staff who witness an incident of dangerous behaviour must complete an incident form or ensure that a colleague has done so. This must be completed on the same day of the incident and discussed with the Assistant Headteacher.
- Ensure that any safeguarding concerns, including bullying, are recorded immediately on My Concern.
- Implement protective and educational consequences following a behaviour incident
- Use behaviour trackers/Therapeutic Tree/Anxiety mapping and other tools accurately and consistently as instructed
- Reflect on the effectiveness of behaviour strategies regularly and feedback to the class teacher
- We aspire to avoid any need for physical intervention. Only staff who are trained to do so may restrain students except in emergency situations. Any physical restraint must be recorded in the blue book in the Head's office as well as an incident form. Parents and carers must be notified by phone and by statutory letter if physical restraint takes place. This must happen on the same day as the restraint.
- Speak to a line manager if there are any aspects of Cambridgeshire Therapeutic Thinking that they do not understand or if they have not been trained within 6 weeks of starting employment

Consequences

There must always be an educational consequence to any behaviour that is not valued. Staff should be able to show how a consequence has helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing.

Sometimes a protective consequence is needed immediately until we have been successful with educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.

What must be avoided are consequences that have no relation to a behaviour. For example, making a student miss break time for not completing homework is not appropriate. Making a student miss break time because they have hit a fellow student and you are not convinced that they can be safe during break time is a very sensible protective consequence of their actions.



Seclusion

Staff must never lock a student in a space alone – either indoor or outdoor. This includes holding a door shut or any other means where the student is not able to leave if they want to.

Radio Channel

Staff need to use radio channel 6 to call for immediate behaviour support in instances of significant dangerous behaviour where additional adults or expertise is needed. Staff need to call for 'urgent trained support', staff need to repeat their call twice and give their location.

Playgrounds may be closed for safety purposes and this will be communicated on channel 6.

Corridors or areas may ask for reduced traffic or may be temporarily closed which will also be communicated through channel 6 and this must be followed by staff and students.