



BEHAVIOUR POLICY

Context and rationale for policy

Students who attend Taliesin Education Ltd (t+centres) have a wide range of Special Educational Needs: these can be described as falling generally within the umbrella of SEMH (Social, Emotional and Mental Health) problems, formerly designated as Emotional, Social and Behavioural Difficulties. Students also include those:

- Who are on the Autistic Spectrum, including Asperger's Syndrome and Pathological Demand Avoidance (PDA);
- With complex needs;
- With Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder;
- With Moderate Learning Difficulties;
- Who have acute Attachment Issues and Disorders.

All behavioural interventions aim to be effective and well-targeted to produce results promptly. Child Protection and Safeguarding are central to any interventions, with student welfare and safety paramount. Training in behaviour management is given with this consideration at its core. The staff team is vigilant and alert to perceive and divert potential negative situations at the earliest opportunity so that the general behavioural climate is generally calm.

Staff guidance

All staff, including supply staff, are expected to have a sound working knowledge of the behaviour management system in the school. A new member of staff will, as part of his or her induction, spend time with Senior Leadership in reading and discussing key policies, of which the BM policy is one, so that they have a sound understanding of the principles and concepts underlying it and a clear knowledge of how to operate it. The policy will be discussed with staff in meetings at regular intervals: every six months as a matter of course but more frequently should circumstances require a revision e.g. changes in the client group or in response to new directives.

Process for policy review

The policy is renewed automatically on an annual basis. Should there be significant changes in legislation, the school's procedures or different intake criteria, it will, in response to need, be reviewed and adapted more frequently.

Processes for sharing policy with service users

The policy is available for service users to access before or when they make a placement.

Managing behaviour

The Principal or Head of Centre is responsible for managing behavioural incidents, including oversight of the reporting and recording process. Staff are trained on induction (with annual reviews of the processes) to write reports in a clear, concise and objective way. All reports are recorded in a bound booklet as well as within individual document files where appropriate. Where incident reports need to be sent to other agencies and stakeholders this is done using an encrypted process, or reports sent by recorded mail if this is not possible/ appropriate, e.g. to a parent or carer.

Process for reporting and recording occurrences

All reporting and recording of incidents is carried out as quickly as possible after the event – within a maximum of 24 hours of occurrence. Specific bound books are in place for types of incidents

- Incident and Serious Incident Book (which includes details of any physical intervention which has taken place, indicating specific holds) and
- Accident Book.

Within the reports, students and staff are anonymised by use of initials.

Risk assessment

In a specialist school such as t+centres, wherein there are children and young people who have Special Educational and Complex Needs of various types, risk assessment must, of necessity, be at the centre of operations, with a clarity around suitable interventions being essential. As such Risk Assessments are drawn up based on the following criteria:

- They take into account all relevant previous information about the student, including word of mouth information.
- They are written with adequate attention to detail.
- They are clear and concise, so they can be understood by everyone – including the students themselves, who has an input where appropriate.
- They are never static, but mitigated according to expected improvements that the student makes in response to the school's interventions.
- They are signed off by Senior Leadership.

Behaviour Policy

- They are checked half termly for purpose of analysis and data, to inform subsequent risk assessments.
- They are issued at intervals in line with the increase or decrease of risk e.g. daily or weekly for high risk, half termly for lower risk.

Method and philosophy

The philosophy underpinning behavioural interventions includes the concept that every behaviour has a reason and a purpose and this is important within a group for whom behaviour has in the past often had destructive consequences such as permanent exclusions from a provision. Students are helped to understand their behaviour and put effort into modifying it within the context of a supportive environment. Each student has a tutor who guides the student towards improved behaviour. Staff members are skilled at unpicking and understanding behaviours which are often of an extreme nature or are very complex. Behaviour is approached according to guiding principles laid down in Individual Education Plans and Behaviour Support Plans, tailored to the needs of individuals. However, there are common principles which apply to all students, which include a requirement that students do not act in a disrespectful or aggressive way towards others.

Sanctions are clear and immediate, proportionate to the offence, and wiped clean in a reasonable timescale, so that a fresh start can be given. As the school devises behavioural plans for students on an individual basis, the same sanction is not always applicable to all, although care is taken for sanctions to be as equitable as possible.

Training scheme for behaviour management

- Reading and discussion of this and linked policies during induction.
- Seminars on the dissemination of the principles of a therapeutic community as used in the provision – using acceptance and empathy in conjunction with the clear setting of boundaries.
- Individual Education Plans – all staff familiarised with these so they know the starting point of students, the planned interventions and are able to monitor progress.
- Training in systems connected with behaviour and emotional development e.g. The Thrive Approach.
- Students being encouraged to understand and take ownership of behaviour.

Training (with timescales)

The core training for physical intervention is Team-Teach.

All staff are trained in house by the Head of Centre. We do not now use Advanced Team-Teach as we are committed to never using the types of interventions taught on the advanced course.

Frequency of Team-Teach training

This training is renewed every two years, according to specific need, or when there are staff changes.

Our training includes the development of skills which operate in a holistic way, making the use of physical intervention less likely; this includes training in de-escalation and distraction techniques. Recent training includes the introduction of a framework for developing the school as a therapeutic community. This is in response to the need to address Attachment Issues and is built partly on The Thrive Approach and PACE model.

Target trainees

Teachers and Teaching Assistants are trained in Team-Teach methods.

Student sanctions

Within the framework of individual behaviour plans are more generic sanctions which operate on a day-to-day basis. These include:

First Level Sanctions

- loss of merit points
- loss of privileges e.g. leisure sports activities at break times
- meeting with tutor/SLT to discuss issue
- fixed transport ban for misbehaviour in vehicles

Second Level Sanctions

- loss of privileges for a more extended period of time
- discussion with parents/carers/social workers
- home visit or meeting within school to discuss issue

Third Level Sanctions

These will be for serious misdemeanours which may include, but are not limited to, the following: physical violence against other students/staff; bullying; damage to property; continual absconding; serious disruption of the school environment / progress of other students.

- fixed term exclusion*
- making reparation for damage
- restorative justice
- work with other agencies e.g. Youth Offending Service, Police, mental health services e.g. CAMHS

*Persistent misbehaviour which threatens the good order of the school will result in a longer fixed term exclusion in which the student and his family will be asked to consider the suitability of the placement and then agree to modify their behaviour.

Fourth Level Sanctions

- permanent exclusion

- managed move

Permanent exclusion is a last resort: the school will work closely with parents and carers to maintain the placement when it becomes unstable or in crisis, if a way forward can be found. Inter-agency meetings and interventions will also be used as well as opening/re-opening CAF/TAC interventions.

Legal position on use of sanctions

All behavioural interventions and exclusions follow any legal requirements – all parents, carers and, where relevant, social workers and the Virtual Head are informed of the exclusion, as well as the placing authority, where required. Various initiatives will be put in place to try to maintain the placement. All staff are aware of the care needed when administering sanctions and need to consider the whole picture including any conditions the student has and his behavioural tendencies, especially when RPI is required (see RPI Policy).

Positive strategies used

- Strong professional relationships between staff and students;
- High expectations of students;
- Work which is well matched to need, and aids the student in achieving success, increasing motivation;
- Praise and certificates for good performance in work and behaviour;
- PSHE; social skills training; anger management; and other programmes to promote personal development, such as The Thrive Approach;
- Regular dialogue; work with tutors to help the student understand behaviour, and after an incident to discuss alternative approaches;
- A cohesive team which is unified, in which members complement one another;
- Close working partnerships with parents and carers to provide linked-up care.

Use of sanctions as a behavioural intervention to distract or deflect difficult behaviour

In the early stages, poor behaviour can sometimes be successfully managed by introducing a positive intervention in the midst of events which could escalate and become out of control – by warning students of the consequences should they proceed along a negative behavioural path. They are reminded of previous occasions when they succeeded in bringing themselves back. This can have a positive effect on their behaviour by bringing back thinking processes before the fight or flight response takes over. Students will be reminded at all stages that behaviour is always a choice and that they can bring themselves back to calm. This will not work when the behaviour is extreme and thinking processes are not accessible.

Equality and diversity

The principles of equality and diversity underpin all our behaviour philosophy and practice. The school is committed to developing, maintaining and supporting a culture of equality and

Behaviour Policy

diversity in our practices in which students and staff are treated equitably, and where they can realise their potential (and have optimum opportunity to make good previous gaps in their education) whatever their age, race, colour, nationality, ethnic origin, creed, disability, sexual orientation, sex, gender identity, marital or civil partnership status, parental status, religion, belief or non-belief, social or economic class, employment status, or any other criteria that cannot be shown to be properly justifiable.

Equality of opportunity and inclusivity is fundamental to the vision and values of t+centres. The principles of equality and diversity are at the heart of school life and are supported by appropriate policies, procedures and good practice.

Staff are made aware, during induction and further training, of the importance of applying principles of equality and diversity to behaviour management. It is vital that staff members understand the ways in which we form attitudes and beliefs, construct stereotypes, and respond to social and group pressure, thus determining the extent to which we are subjected to prejudice, bias and discrimination, sometimes unconsciously, in our thoughts and actions.

Equality, diversity and differentiation is implemented through good teaching practice and positive learning experiences, which have a positive impact on behaviour. The organisation of the classroom and resources seeks to create an equality- and diversity-based learning environment which includes differentiation of instruction, according to the needs of the individual, together with the specific support required. We ensure the practice of equality and differentiation for each student, and regularly assess and monitor our approach, along with our procedures, policies and rules, to ensure they are meaningful for our students. We also practice equality by making good any gaps which may hinder the optimum development of the students, for example, implementing social and emotional learning programmes, promoting appropriate language development and delivering phonics. The curriculum includes topics that can aid the development of equality and diversity, for example the impact of social media on attitudes and beliefs.

Use of distraction and de-escalation techniques

When a student is experiencing a crisis or has started along the path of acting out behaviours, the staff team will address the behaviour using deflection and distraction techniques. This is carried out to halt the escalation of behaviour before it becomes out of control. Many students find it effective to walk away from trouble and this strategy will have been discussed in tutorials, within the discussion of behavioural plans etc. This may involve talking down e.g. reminding the student of how well they generally cope or reminding them of other occasions when they have brought themselves back from a potentially dangerous, difficult or negative situation. It often involves using carefully modulated tones of voice to have a calming effect which helps the student to experience positive containment. Strategies for dealing with negative behaviour are discussed when the student is calm and may include a plan to walk away from trouble e.g. go for a walk with a member of staff or go to a designated place where they can have time to calm down.

Use of physical intervention

Physical intervention is used when other methods to calm the situation have not been successful and there is clear danger to other persons, self or property or ongoing serious disruption of the learning of other students, that is, as a last resort. Physical intervention may be used in terms of a hold and being brought back to transport if a student absconds and is in danger of being injured due to the environment, e.g. traffic or rail. The staff team will use the minimum physical intervention necessary to bring the situation under control. This may begin with a simple hold or escorting the student from the building. The student is made aware that any hold will be released once they have regained control and are calm. All staff are trained to utilise Team-Teach training, repeated every two years or when new staff join.

The steps taken to minimise the risks attached to physical intervention

During a hold, dialogue will continue. The aim is that if two people are carrying out a hold a third person will manage the incident and direct its path to ensure the safety of all concerned. This overseeing of incidents will usually be carried out by senior member of staff. She/he will be the designated person managing the episode in terms of verbal interventions and ensuring that all those involved are kept safe. Additionally, they will judge when one or more of those staff involved in the physical holding needs to be replaced.

Recording of physical intervention incidents: the use of information relating to physical interventions

All physical intervention episodes are recorded in designated bound books which are numbered to avoid alterations. As all this information is confidential, it is handled with care and passed to other stakeholders on a strictly need-to-know basis. The transfer of information relating to incident reports is strictly controlled by being sent using encryption and passworded, with a request for the recipient to acknowledge receipt, or by recorded delivery mail for parents/carers if the former method is not available.

Physical intervention records are reviewed regularly by the SLT and safeguarding governor so that any themes, patterns and actions can be identified.

Student views of the behaviour policy and procedures

We consider it important that students make a contribution to these policies in particular because it can help them have a fuller understanding and increased degree of ownership of the procedures. This is achieved through discussion, during assemblies and within PSHE and Citizenship. They are taught how a policy works – setting out in a specific way how an organisation operates an area of their provision. It is explained that it partly belongs to them and they have a right to an input into the content.

Profile of related policies

The Complaints Policy and the Whistleblowing Policy, hold, of necessity, a central role within the organisation, as adherence to them will aid the promotion of good, safe and open practice and contribute to a climate which is open, honest and transparent, with the capacity to address any issues which might arise from behavioural practices. The existence of robust policies, combined with vigilance from all staff and the strict adherence to procedures, together with awareness of the pitfalls and the knowledge of lessons to be learned from high profile tragic cases, results in compliance and diminishes any tendency towards complacency.

A student may choose to make a complaint when he considers that he has been unfairly treated when a sanction has been imposed, an exclusion has been made or when physical intervention has taken place which he considers has been inappropriate, either in how it has been carried out or because he considers it disproportionate to the circumstances.

Content of Complaints Policy and Whistleblowing Policy

The Complaints Policy and the Whistleblowing Policy are available to download on our website. The details given below pertain to complaints and whistleblowing events occurring within a behavioural context. These may be as follows:

- A student may consider that he has been treated unfairly when a sanction has been imposed and may wish to question or discuss this.
- A student may consider that he has been harmed or treated disrespectfully and his needs not met sensitively within a physical intervention context.
- A student may feel he has been treated unfairly in that he has suffered prejudice or bias at the hands of a staff member and his rights have not been respected.
- A member of staff may believe that another member of staff, HoC or Principal, may have made a physical intervention which was inappropriate or did not adequately consider the safety of the student.
- A member of staff may consider that another staff member or member of SLT has imposed a sanction which is disproportionate to the offence.

The complaints procedure is available to the parents of students and prospective students at the school and is also available to be read and consulted in the school office, by interested parties and can be accessed by potential service users.

It is essential to good management that our clients, the students, their parents and other adults have a clear understanding of the procedures for dealing with any problems which may arise within the school. Although the policies for parents/concerned adults and students must be compatible, there are some essential differences. These result mainly from the fact that some parents and other adults may be some distance from school at the time a concern arises. It is recognised that the process of dealing with complaints should inform our practice and assist us in improving the quality of service we provide. In a school such as ours, complaints arising from behavioural issues and incidents are potentially the most frequent type of complaint.

The policy document outlines the procedures and levels of responsibility which operate when a complaint is made. Detailed guidance to parents/carers is contained in the

handbook they receive. The complaints procedure is explained to the students by staff or their tutors during their induction. All students are provided with a leaflet which condenses and explains simply, the complaints procedures. Details of how to complain are available to all concerned adults from the school office.

Taliesin Education (t+centres) recognises the rights of all parties, including the company itself, to involve external representatives, such as union representatives, in any meetings held.

The profile of the Whistleblowing Policy within the organisation and with reference to the Behaviour Policy

The word whistleblowing in the Whistleblowing Policy refers to: ***the disclosure internally or externally by workers, of malpractice, as well as illegal acts or omissions at work.***

Taliesin Education (t+centres) is committed to achieving the highest possible standards of practice within the provision when managing behaviour and the highest possible ethical standards in public life and in all of its practices; the Whistleblowing Policy is instrumental in this aim.

To achieve these ends, it encourages freedom of speech and cultivates an environment which is open, honest and transparent. If a member of staff is concerned about any malpractice concerning behaviour, such as inappropriate RPI, they are encouraged to use the school's procedures to report this.

We are aware from the reporting of malpractice in other organisations that this can develop in a culture where behaviour management has become inappropriate. We monitor all incidents to ensure this does not happen.

Government Legislation and advice:

Behaviour and discipline in schools: Advice for headteachers and school staff (Jan 2016).

History and implementation of this Behaviour Policy:

First accepted by SLT:	2006
Accepted by SLT in this format:	November 2017
Approved by t+centres Governors:	May 2018
Last revised:	November 2023
To be reviewed:	November 2024

SLT, all staff and governors have read, discussed and contributed to this policy.

The Head of Centre will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.