

# RNIB Three Spires Academy

## Behaviour Policy

### Aims:

- To provide an acceptable framework within which the pupils learning is supported
- To encourage the use of positive reinforcement
- To help pupils understand what is acceptable behaviour
- To effectively manage behaviours that may cause harm to self or others.

### Target:

Provide a transparent and consistent approach to behaviour management within the school that meets the needs of our young people.

### Definitions:

**Good behaviour at RNIB Three Spires Academy School is defined as:**

- Understanding that others have rights, feelings and opinions
- Helping to make the school a safe, pleasant and easy place to learn in.
- Communicating with others in an acceptable way
- Listening to others
- Helping to keep the school clean, tidy and undamaged
- Looking after property

### Organisation:

Rewards:

*Good teaching routinely uses the following rewards:*

- Smile or other sign of approval
- Verbal praise
- Written praise
- Mentions given
- Praise passed on to others
- Put work on display
- Wows
- Star of the week celebration at assemblies.

Teachers at RNIB Three Spires Academy School use all of the above as often as they are able for every pupil. Teachers expect pupils to behave in what is an acceptable way for them, throughout the school day.

Pupils review how they have done at the end of each lesson and at the end of the school day. WOW certificates are awarded for good achievement and are presented to the pupils in assembly.

Sanctions:

*Good Teaching routinely uses the following sanctions:*

- Look of disapproval
- Verbal reprimand
- Requesting an apology
- Planned ignoring
- Moving away from situation within the classroom or losing a golden time choice.
- Removal of privileges

Teachers at RNIB Three Spires Academy School will at times use all of the above. However we would rather reward good behaviour than use a sanction. We wish for all pupils to complete the school day successfully, so if a sanction is used an alternative way of completing a task should be found.

Pupils may also supported in developing good behaviour through the use of a traffic light system whereby pupils may move from green to amber if their behaviour is deteriorating. The aim is that the pupil becomes aware that their behaviour is less than satisfactory and can self-correct before moving to red which will involve a sanction.

The use of Restrictive Physical Interventions (RPI):

At RNIB Three Spires all of our class based staff are trained in the use of Team Teach, as our RPI method across the site. This method places a high level of focus on prevention, de-escalation and distraction techniques. We feel that Team Teach offers the best opportunity for our young people to self-manage and make the right choices. RPI is used at times when a young person's behaviour places themselves or others at risk of harm, 'restrain a pupil at risk of harming themselves through physical outbursts' or 'prevent a pupil from attacking a member of staff or another pupil...' (DFE Guidance on

use of Reasonable Force), only by qualified practitioners authorised by the Headteacher, in a way that is deemed 'reasonable and proportionate' (LEA/0264/2003) to the behaviours exhibited.

### Exclusion from Learning:

RNIB Three Spires recognises that student behaviours that are deemed to be "challenging" are attempts to communicate feelings, wishes and frustrations. They may also be an indication that a student is unwell. With this in mind, staff will endeavour to interpret the behaviour exhibited and to react accordingly. RNIB Three Spires Academy operates a 'No Exclusion' preferred approach to behaviour management. At times it may be necessary to internally isolate a young person, due to the risk they pose at that time. External temporary or permanent exclusion is, unless in exceptional circumstances, not a fitting sanction for our young people and therefore is not ordinarily utilised. The only time when removing a young person from school for any length of time might be considered is if it were in their best interests, which would be unusual. Pupil excluded will be reintroduced following a reintroduction interview with parents and this may mean a shortened time in school which will be extended (sometimes gradually) back to a full day after review. When a child is excluded, the school will provide work for home of a suitable level.

A number of classrooms make use of 'safe space' rooms to support pupils experience difficulties with identified needs. Refer to Appendix 1 for guidance on the use of safe space rooms.

All pupils have a behaviour management plan that details acceptable ways of managing an individual's challenging behaviours. This includes particular ways that the individual responds to reward as well as acceptable sanctions that may be used.

Pupil dignity and safety are paramount at all times. Any incidents of challenging behaviour and or the use of sanctions are noted on the pupil's behaviour record sheet that can be found in their liaison book as well as on Behaviour Watch. It is important that the pupils are briefed about their behaviours and why any sanctions may have been used. They also need to be told what is acceptable and given alternative behaviours.

## Relation to School Aims:

- To provide a positive, safe, caring learning environment where every person is valued as an individual
- To promote self-esteem, confidence and awareness in pupils and staff
- To encourage the exploration and understanding of values and moral issues.
- To encourage the pupils to enjoy the process of learning, and to develop their capabilities to learn skills for life.

## References:

DFES Guidance - LEA/0264/2003

DFE - Use of reasonable force - guidance for head teachers.

Legislation - Education Act 1996

Legislation - Education and Inspections Act 2006.

<b>Agreed by SLT</b>
Signed: S Adams
Date: 27/3/15

<b>Reviewed Dates</b>	<b>Amendments</b>
27/3/15	Clarity around use of exclusion Removal of privileges RPI – authorisation by head teacher.

16.12.16	Deletion of the work highly from highly unusual in term so exclusion. Addition of details around reintroduction reviews. Addition of homework.
28.03.17	None.

## Use of Safe Space Rooms

### Introduction

A number of classrooms, Purple and Blue in particular, have had safe space rooms installed to support pupils who are experiencing difficulties which might arise as a result of a sensory overload or be related to a SEND. These rooms can be used to support the child when there is a need for the area:

- Which is free of distraction and sensory stimulation;
- Where a pupil can de-escalate and self-compose;
- Where a pupil can avoid escalation to 'crises' levels in the first place.

It is important that such safe spaces are used and monitored appropriately.

### Guidelines

1. Class team must be aware of the aims and guidelines when using safe space rooms. This is the responsibility of the class teacher.
2. Use of safe space rooms should be detailed in behaviour plans for individual pupils. Parents of particular pupils should be made aware that these rooms may be used to support their son/daughter and that the school is happy to show these rooms and discuss how they are employed.
3. Safe space rooms should be kept low arousal and free of objects unless those will help the child move to a place when he/she is ready to re-engage in classroom activities.
4. Some pupils may choose to go to a safe space as part of learning to self-regulate. This is acceptable, but staff should include in the behaviour plan strategies to ensure that use of the room declines over time.
5. If a child is supported through Team Teach to a safe space, a record must be entered into Behaviour Watch (software program that records pupil behaviour)
6. A member of staff must be assigned to watch a pupil who is making use of a safe space area to ensure that the pupil remains safe.
7. Safe spaces are not to be used as a form of sanction at any time.
8. If a child is making use of a safe space, the amount of time in the room must be as short as possible.
9. The safe space room must never be locked when a child is in the room.

## **Safe Space Room Guidance**

- Use of the safe space room as detailed in the pupils behaviour plan.
- Keep room low arousal and free of objects unless those will help the child move back to class when he/she is ready to do so.
- If a child is supported through Team Teach to a safe space, a record must be entered into Behaviour Watch.
- A member of staff must watch a pupil who is making use of a safe space area to ensure that the pupil remains safe at all times.
- Safe spaces are not to be used as a form of sanction.
- If a child is making use of a safe space, the amount of time in the room must be as short as possible.
- The safe space room must **NEVER** be locked when a child is in the room.