RELATIONAL BEHAVIOUR RATIONALE

September 2022

Management of Behaviour Policy

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1. **School Rules**

1. Rationale

Amberleigh School recognises its duty under the Education and Inspections Act 2006 to establish and maintain a behaviour policy for the school that promotes self-discipline, respect for others and proper regard for authority; and to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children in accordance with the Education Act 2002.

The staff and pupils of Amberleigh School are entitled to work in a safe, secure and supportive environment from danger or intimidation and in accordance with the school's rules and good working practices.

Good behaviour is an essential part of learning. Amberleigh School promotes a safe and well-ordered learning environment in which good behaviour and endeavour is acknowledge and rewarded. Anti-social and disruptive behaviour is recognised, challenged and corrected – through the relationships built via the culture and dynamics which are lived by all belonging to the therapeutic community. within our Therapeutic Community, issues around boundaries and expectations for behaviour are signalled and reinforced positively. Forming a cultural and tangible expectation. We recognise that there are levels of expectation for behaviour that support those who may have additional needs, or be younger; the levels of behaviour are shown in the appendix.

- Policy to be read in conjunction with Welsh Government Guidance 097/2013 Safe and effective intervention – use of reasonable force and searching for weapons (March 2013)
- Welsh Assembly Framework for Restrictive Physical Intervention Policy and Practice (March 2005)

2. Objectives for young people's behaviour

- To create a well-ordered environment which is conducive to learning and teaching and which stresses the importance of self-discipline, self-respect, respect for others, respect for communal roles, respect for the school environment, other people's property, the basic values of honesty, fairness and politeness, the difference between right and wrong, and a proper regard for legitimate authority.

- To promote and reward good behaviour as a matter of course through a range of strategies, both formal and informal, and to marginalise dysfunctional and anti-social behaviour through proper identification.

- To challenge poor or anti-social behaviour and to provide support to modify and improve such behaviour.

- To foster effective and positive relations amongst pupils, school staff, carers and support agencies via role modelling.

- To recognise that many pupils, especially at point of school admission, have lives which are neither well-ordered, functional nor settled.

- To acknowledge that behaviour is different in different environments and to help pupils develop knowledge and skills to adapt their behaviour to different environments.

- To co-operate with reasonable requests instructions, corrections and consequences from staff.

- To help young people manage their own feelings and behaviour as well as possible.

- To prepare young people to adult life, higher education, the work environment and independent living.

3. **Strategies for helping young people achieve these objectives**

- Staff consistently emphasise the importance of good behaviour through verbal direction and through example and linked to the Good Lives Model.

- Amberleigh Care employs an attachment model of care and in line with this, all staff at Amberleigh School aim to foster a positive therapeutic relationship with the young people based on mutual trust and respect. With the establishing of such a relationship, it is believed that behaviour is more easily managed and developed as this is a relationship-based approach. Issues can be addressed via the therapeutic community when necessary.

- Young people are provided with well-trained, confident, calm and assertive staff. Staff are aware that 'behaviour is communication' and all staff are trained in and are competent in applying the core values of our therapeutic community. Staff are aware of what standards of behaviour to expect and what action to take to promote it and are consistent in their approach to good behaviour – modelling and living the core behaviours.

- There are clear and consistent rules for behaviour that young people understand and that they are clear about what is expected of them in all situations.

- There is an emphasis on good behaviour and work so that all young people know that their efforts and achievements are recognised and appreciated.

- There are planned rewards for good behaviour and work so that all young people know that their efforts and achievements are recognised and appreciated.

- Staff respond to poor behaviour in a supportive manner.

- Young people are helped to understand their behaviour through discussion and reflection so they can begin to self-regulate.

- Staff use the best principles of teaching and classroom management to minimise distractions and to optimise academic and vocational achievements.

- Provide enjoyable experiences with other children so they can start to enjoy positive peer relationships.

- Involving young people and carers in decision making.

4. Process

- A list of school rules (see appendix) establishes the framework for the daily lives of pupils within Amberleigh School. All pupils are introduced to the rules and their purpose during a discussion at their initial induction. These are or can be reflected and reinforced, discussed and adjusted during the community meetings.

- As far as is possible, school rules reflect the house rules and rules for behaviour within therapeutic sessions in order to avoid confusions of understanding and in order to simplify the pupils' operational framework.

- Individual behaviour targets are developed with support from the care team and Amberleigh's in-house therapy team, are used to monitor pupil progress within the overall contextual framework of the expectations of school. Objectives are agreed with pupils in an attempt to ensure that pupils develop feelings of ownership and responsibilities for their own decision making and actions. Objectives are reviewed frequently, and modified in the light of observed pupil progress in their behaviour patterns. Attempts are made to link cohesively both behaviour and work objectives.

- The results of behaviours and actions, both positive and negative, are explained to pupils and consistently reinforced through a system of rewards and appropriate consequences/reparation.

- Carers are informed verbally at the end of each school day, in the community meeting, on the positive and negative performance of pupils. Pupils lead this handover meeting with a short summary of how they felt their day has been in school. A written daily handover sheet with details of each pupil's behaviour, engagement and progress towards learning objectives is completed.

5.   Rewards

Rewards are based as much as possible on the public recognition achievement and the sense of pride it brings rather than simply on material rewards. Recognition is arranged in such a way that there is always some reward opportunity within sight. Once gained rewards must not be 'lost'.

Rewards include:

- Recognition for good effort in class
- Positive comments written on good work
- The positive use of school reports to highlight achievement
- Peer reward system (at the end of the year) to allow young people to recognise and nominate others for their achievement
- Special mentions in community meetings
- Positive emails or notes to care staff and link workers
- Weekly rewards for the most behaviour points earned.

Examples of rewards issued on a weekly basis:

As a motivational tool to promote pupil's learning both in and out of school, the school reward points are reported to the registered care managers and staff within the community meetings. All staff should familiarise themselves with and actively promote the Amberleigh School's reward system. This system of reward points allows young people to gain positive attention for positive actions and behaviour. Often young people thrive on attention and we endeavour to provide positive attention to young people, whereby adults are seen to praise and reward positive behaviour. The use of the reward system promotes positive attention and recognises those things that young people do well or have tried hard to do well with.

Behaviour Points

At the end of each lesson teachers will reflect on the lesson to the young people and give reward points for effort, behaviour and achievement. In all, there are three different criteria for each lesson through which the pupils can accumulate points. These are for Attitude to Learning, Behaviour in Class, Completion of Work (ABC) and they are given in either the green amber or red zones. Green behaviour points are totalled at the end of each week and fortnightly, the two weekly winners receive a certificate and a prize.

Review

The termly points totals are presented on a graph and included on the Record of Learning for the end of term. The yearly totals are presented on a comparison graph. The totals are reviewed and analysed as it provides relevant indicators of the engagement of the pupil and can highlight improvement or disengagement very quickly. Points that total over 300 at the end of term, are rewarded with a gift voucher in various amounts.

6. Reparations/Consequences

Consequences serve a variety of purposes in the overall management of behaviour. They assert outright and responsibility to regulate and manage young people's behaviour. They also help young people understand that a community has the right to show their disapproval of certain behaviours and take fair action against those who threaten its welfare.

Although a consequence may stop a behaviour temporarily there is no evidence that consequences are sufficient in themselves to produce lasting good behaviour. Behaviour improves largely through the development and rewarding of desirable behaviour rather than through the suppression and sanctioning of undesirable behaviour. Our aim is to deal with any poor behaviour in a way that stops it immediately and effectively but then return to positive support and encouragement of good behaviour as soon as possible.

Where possible behaviour is corrected without consequences by talking the incident through with the young person (and staff concerned) and helping the young person acknowledge their mistake. Young people may also be supported to carry out the necessary action correctly and then being commended for doing so.

However, if the young person is unwilling to engage in any of the restorative actions identified above then consequences may be given. If consequences are given then:

- The young person must be informed about the consequences as soon as possible and in person (this should not be left for others to do);
- The young person must be told why the consequence has been given.

Staff must make sure that, where possible, the young person had warnings and support to make better choices.

If consequences are issued they should be determined by the scale or frequency of the misbehaviour concerned and, where possible, replicate the consequences of the house' for example, removal of privileges, restorative action, being refused permission for an external activity or school visit, loss of school break, earlier bed-time or loss of privileges.

Lateness for school, unfinished work due to disruptive behaviour or absence from lesson without permission is dealt with by the pupil having to complete the work missed after school in the home and prior to undertaking any other off-site activity.

Reparations/Consequences must not include:

- Any form of corporal punishment including the unnecessary use of force;

- Any punishment involving the consumption or deprivation of food or drink;

- Any restriction on a young person's contact or communication with parents, relatives, advocates or friends;

- The intentional deprivation of rest or sleep;

- Humiliation, including any requirement that a young person wear distinctive clothes;

- Any measure which involves any young person in the imposition of any sanction against another young person;

- The punishment of a group of young people for the behaviour of an individual young person.

7. Educated Off Site

It is important that the boundaries in Amberleigh School are adhered to and that pupils are encouraged to discuss any problems they may have with a teacher. However, we recognise that sometimes pupils do not act within the rules or expectations and on these occasions, staff must respond in a consistent, clear and purposeful way, to ensure that the school environment remains a safe and welcoming place for both pupils and staff alike. Due to the nature of our pupils and quite often negative experiences of school Amberleigh has a no exclusion policy in order to support the inclusion of every pupil. Every effort is made to support each individual pupil, but it is recognised that on rare occasions it may be necessary to educate a pupil off site. Such a decision is not taken lightly and is a reflection of the seriousness of the situation and/or the threat posed to others.

8. Physical Restraint

As part of the assessment and planning process for all children, consideration must be given to whether the child is likely to behave in ways which may place the individual or others at risk of injury or may cause damage to property.

If such risks exist, consideration must be given to the Strategies that will be adopted to prevent or reduce the risk. These Strategies may include Physical Intervention.

Where Physical Intervention may be necessary, for example, if it has been used in the recent past or there is an indication from a Risk Assessment that it may be necessary, the circumstances that give rise to it and the Strategies for managing it should be outlined in the child's Placement Plan.

In developing such a plan, consideration must be given to whether there are any medical conditions which might place the child at risk should particular techniques or methods of physical intervention be used. If so, any health care professional currently involved with the child, should approve strategies and this must be drawn to the attention of those working with or looking after the child and it must be stated in the Placement Plan. If in doubt, medical advice must be sought.

> **NOTE**
> The existence or absence of a Placement Plan or other behaviour management plan does not prevent staff from acting as they see fit in the management of highly confrontational or potentially harmful behaviour. However, staff may only deviate from agreed plans where they are able to demonstrate that the plan would not be sufficient to prevent injury or damage to property and the alternative actions they are take are consistent with the principles contained in this Chapter.
> Any deviation from an agreed plan or from the principles contained in this Chapter must be reported to the Registered Manager and the child's social worker as soon as practicable thereafter.

2. Definition of Physical Interventions

There are four broad categories of Physical Intervention.

1. **Restraint**: Defined as the positive application of force with the intention of overpowering a child. Practically, this means any measure or technique designed to completely restrict a child's mobility or prevent a child from leaving, for example:

    o   Any technique which involves a child being held;

- o Any technique involving the child being held by two or more people;

- o Any technique involving a child being held by one person if the balance of power is so great that the child is effectively overpowered; e.g. where a child under the age of ten is held firmly by an adult;

The significant distinction between the first category, Restraint, and the others (Holding, Touch and Presence), is that Restraint is defined as the positive application of force with the intention of overpowering a child. The intention is to overpower the child, completely restricting the child's mobility. The other categories of Physical Intervention provide the child with varying degrees of freedom and mobility;

2. **Holding**: This includes any measure or technique which involves the child being held firmly by one person, so long as the child retains a degree of mobility and can leave if determined enough;

3. **Touching**: This includes minimum contact in order to lead, guide, usher or block a child; applied in a manner which permits the child quite a lot of freedom and mobility;

4. **Presence**: A form of control using no contact, such as standing in front of a child or obstructing a doorway to negotiate with a child; but allowing the child the freedom to leave if they wish.

2. Who may use Physical Interventions

Staff may only use techniques that are approved by the home; such techniques should comply with the following principles:

a. Not impede the process of breathing - the use of 'prone facedown' techniques must never be used;

b. Not be used in a way which may be interpreted as sexual;

c. Not intentionally inflict pain or injury or threaten to do so;

d. Avoid vulnerable parts of the body, e.g. the neck, chest and sexual areas;

e. Avoid hyperextension, hyper flexion and pressure on or across the joints;

f. Not employ potentially dangerous positions.

4. Staff Training and Criteria for using Physical Interventions

4.1 Staff Training

All staff must be trained in methods of behaviour management, including the use of physical intervention and restraint, that are agreed by the Home.

This training must ensure that staff are able to:

- Manage their own feelings and responses to the emotions and behaviours presented by children and understand how past experiences and present emotions are communicated through behaviour;

- Manage their responses and feelings arising from working with children, particularly where children display challenging behaviour or have difficult emotional issues;

- Understand how children's previous experiences can manifest in challenging behaviour;

- Use methods to de-escalate confrontations or potentially violent behaviour to avoid the use of physical intervention and restraint.

4.2 Criteria for using Physical Intervention

The DfE document, 'Use of reasonable force: advice for headteachers, staff and governing bodies', written in July 2013 gives advice for all education staff and includes the statement:

'All members of school staff have a legal power to use reasonable force.'

This power applies to any member of staff at the school. By definition, therefore, this includes residential care staff and ancillary staff such as caretakers. The thresholds for using reasonable force (including restraint) are different to those in children's homes. In the DfE document, it is defined as follows:-

'Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.'

There are different criteria for the use of Restraint and other forms of Physical Intervention, such as Holding, Touching and Physical Presence.

1. Committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
2. Causing personal injury to or damage to the property of, any person (including the pupil himself)
3. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
(Section 93 of the Education & Inspections Act, 2006)

Appendix 1

GOLFA HALL SCHOOL RULES:

- Be kind
- Be thoughtful
- Work hard
- Don't give up
- Don't be scared of trying
- Believe in yourself because we all do
- Look after and be kind to yourself
- Remember that you are important

PUPILS ARE EXPECTED TO DO THE FOLLOWING IN SCHOOL

- **Try to complete all their school work**

- **Be on time for school and each lesson**

- **Wear the correct school uniform and any necessary aids e.g. glasses**

- **Look after their books, other school equipment and the school environment**

- **Remain in supervision and on the school premises**

- **Respect the learning space of other pupils**

- **Use appropriate language**

- **Ask for help when needed including 'chill out' time if needed**

Breaking any of the school rules will be reflected in the daily handover sheet and appropriate action taken.

Rationale, Structure and Delivery of the Golfa Hall Nurture Programme

The Nurture Programme is designed to support those boys who are identified as having disruptive behaviour in school, or show dip or decline in their termly behaviour points totals.

The role of a Nurture Programme within the Golfa Hall School provision has been recognised as providing vital support for boys identified as having barriers to learning due to attachment issues, negativity around school due to a number of factors including:

- Prior negative school experiences
- current emotional and mental health concerns
- a history of poor attendance
- harmful, sexualised behaviour
- prior trauma experiences

Boys are assessed using the Boxall Profile, to provide a baseline measure of emotional, pro-social and attachment needs together with a programme of suggested targets. The summary forms the basis of a nurture need target programme for supportive nurture that is provided and delivered by a nurture teacher, alongside the main curriculum. Sessions are mainly 1:1.

Process:

All boys identified as 'struggling' or having 'barriers to learning' are highlighted using the First Concerns Form and the needs are assessed using Boxall Profile. A suggested programme of nurture interventions are generated by the Boxall Programme which are then are developed with the ALNCO and the Nurture Lead before sessions are arranged for at least a term; progress is assessed each term against the Boxall outcomes.

The Programme:

We follow the Six Nurture Principles (below) and incorporate our own practices of Relational Practice, Epistemic Trust and the 10 Core Principles of the Therapeutic Process:
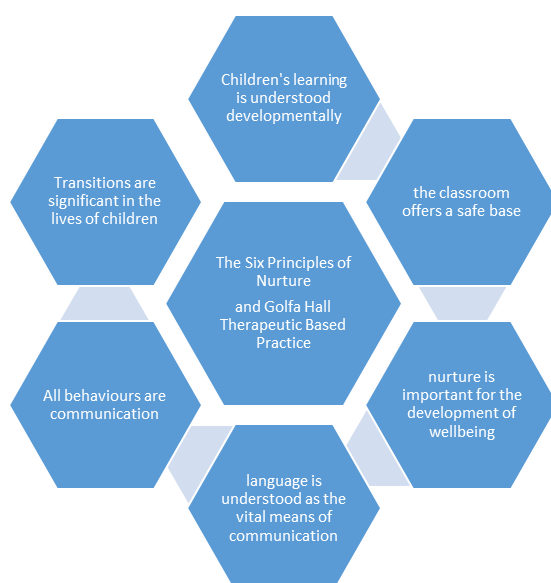
Nurture Lead and Tutors

Each member of the teaching team has core personal skills that include Affinity, Ability to form Significant Relationship and Absolute Commitment. Every pupil is part of a small tutor group and there is a separate Nurture programme including tutor breakfasts, mindfulness, thought for the week and walks in nature. This is delivered weekly by the personal tutors to all pupils.

Nurture Lead works with ALNCO to provide a 1:1 programme that enables all identified pupils, to have sessions that link to their identified needs (Boxall Profile) through play-based activities, cooking and preparation of goods for the market stall, activities that support individual interests such as lego, building models, small engines or reading. *1 The programme is rooted in the need for the following:

- Relational practices
- Core principles of the Therapeutic Process
- Routine and consistency of the programme
- Activities set at the level of development for each pupil
- Activities that develop positive relationships and trust with others (adults and peers)
- Play activities and playfulness where a young person is beside the adult, building trust between child and adult
- Establishing co-operative activities that are developmentally appropriate
- Duration of intervention is open-ended but reviewed after 6 week cycles

Each member of the teaching team has core personal skills that include Affinity, Ability to form Significant Relationships and Absolute Commitment. Embedded in the principles of the Therapeutic Community are the following Personal Qualities:

- Firm
- Fair
- Compassionate
- Energetic
- Enthusiastic
- Resilient
- Communicative

The adults' role is to develop and maintain the relationships between themselves and the link workers through termly meetings and regular feedback that is provided. They are required to plan and implement activities that link to play, experience, communication and social interactions that support the wellbeing of the young person.

All processes and procedures for behaviour are adhered to in the nurture sessions.*2 Staff have a firm but fair approach to maintaining boundaries of behaviour and interactions. Staff are energetic in their work, showing enthusiasm for their own learning and that of each pupil. Staff have a resilience to the issues that may arise working with young people and they are able to communicate effectively with the young person and other adults in the course of their working day.
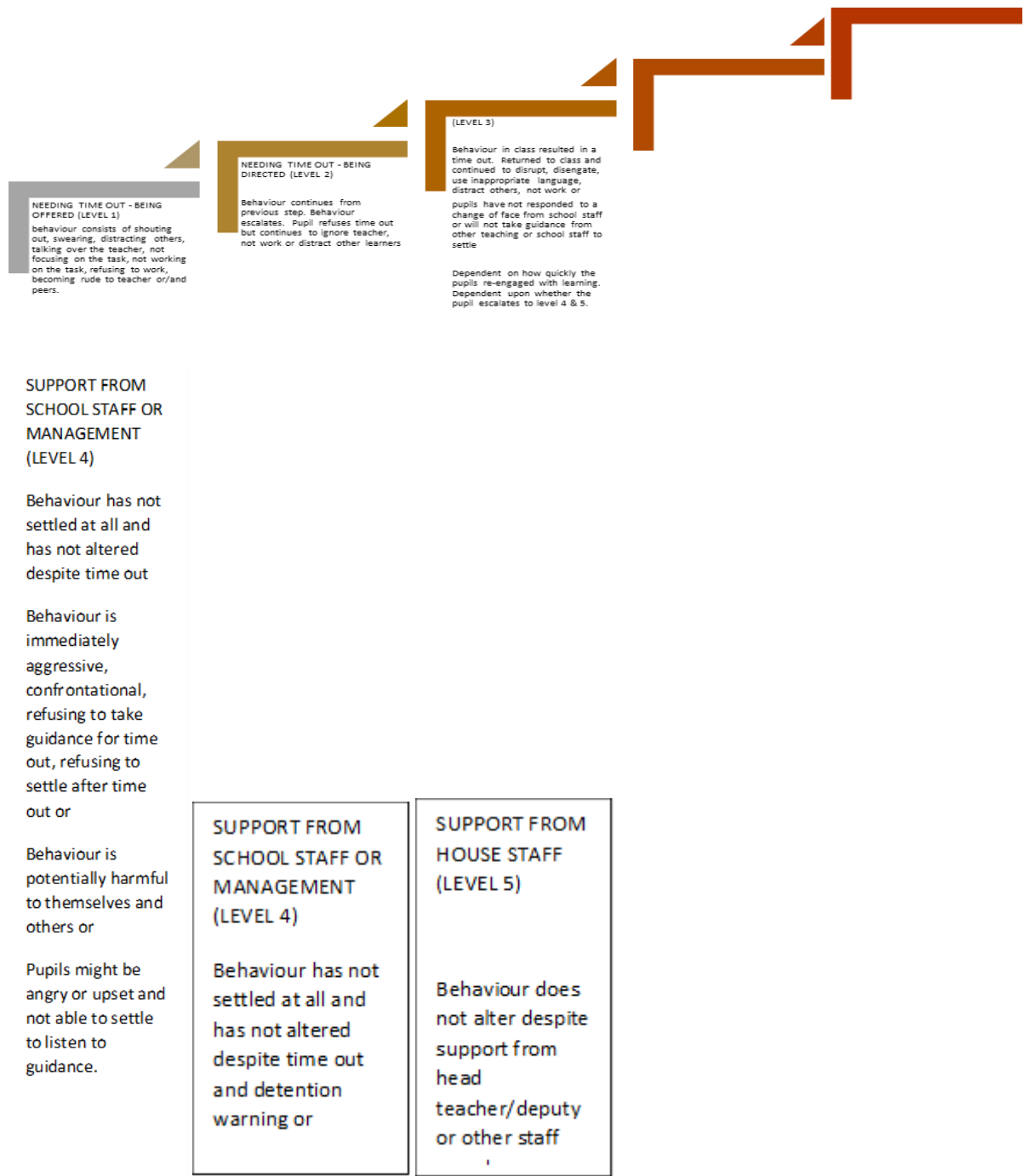
Appendix: Behaviour Level Descriptors

Our pupils will have had previous educational experiences, some of these negative. Pupils will often have missed key moments in their early education or have gaps in education due to adverse childhood experiences. Therefore, our behaviour descriptors aim to address a series of expectations for all pupils, with levels to allow for new pupils settling in and those with some SEND which affects behaviour.

We have three stages of behaviour, conduct and social skills expected in school that build in the independence and responsibility for their own conduct and engagement at different stages.

Level 1 learner characteristics Expectation for Golfa 1	Level 2 learner characteristics Expectation for Golfa 2 and 3	Level 3 learner characteristics Expectation for Golfa 3
Able to concentrate on a given task and returns to his work after an interruption	Able to work independently until the task is complete	Works independently on tasks and extends beyond the set work when required. Able to accept feedback and act upon it positively
Able to begin a task independently, following instructions	Able to remain on task for at least 20 minutes when required	Able to remain on task and remain focused for the whole lesson. Able to monitor his own attention and focus plus behaviour throughout.
Can follow two verbal instructions	Self-motivated to complete tasks in most lessons	Self-motivated to complete tasks in all lessons. Keen to work and complete tasks to a high level.
Attendance is above 80%	Attendance is above 88%	Attendance is above 90%
Can respond to questions when directed by teachers and answer based on the specific subject	Can explain ideas/views and opinions when answering questions	Able to maintain informed conversation and change style of speech when discussing and presenting information
Able to express the need for help through asking appropriately or raising a hand	Can accept support when needed and will call on others to support with work tasks when required	Can take turns in peer and adult (teacher) conversations and listen to opposing views calmly before making decisions.
Can ask questions of adults directly and appropriately	Able to explain views and ideas following questions	Able to explain views and maintain focus on a specific subject of discussion within a group
Can explain and ask for the materials / equipment needed for the task	Can find resources required and use them efficiently	Can tolerate others' disruptions, questions and interactions without losing focus
Appears to seek adult approval and praise	Will comply with reasonable adult requests, without particular reward, to avoid negative consequences	Will follow adult request and will usually, respectfully question or query facts

Will listen to others in class and accept their point of view	Will express their own ideas and can accept that others may not agree	Can accept people are different and will take responsibility for others' wellbeing in discussions
Will be motivated by an immediate reward or praise	Will work towards a reward at the end of the week – or the idea of tracking behaviour points and targets each lesson acts as a motivation	Will work towards long-term goals and rewards such as completion of project work, examinations or end of term recognition in certificates or awards
Will tolerate making mistakes with some adult support	Will accept that poor behaviour or lack of work will result in a consequence	Will volunteer information about his own behaviour and show self-awareness and insight into the behaviour shown. Will show remorse
Will speak to adults and peers using appropriately differentiated speech	Will maintain conversations with adults and discussions in class excluding swearwords or slang	Can communicate effectively with staff and peers maintaining an appropriate tone and vocabulary to gain the listener's interest
Will accept rules and frequently stated routines when the rules are explicit.	Aware of the need for rules and routines and will adhere to these positively for the most part	Accepts rules and routines and will be aware of consequences to actions showing mature and reflective thought
Can express likes and dislikes in school	Can identify his strengths and weaknesses in a specific context	Recognises his own capabilities and maintains a balanced view of himself as a learner

EXPECTED CLASS (BASELINE) BEHAVIOUR   engaging with the lesson: interacting as directed: being polite: respecting peers: listening to teachers and peers: asking questions when needing help. meeting behaviour target: working safely as directed.

NEEDING TIME OUT - BEING OFFERED (LEVEL 1)
behaviour consists of shouting out, swearing, distracting others, talking over the teacher, not focusing on the task, not working on the task, refusing to work, becoming rude to teacher or/and peers.

NEEDING TIME OUT - BEING DIRECTED (LEVEL 2)

Behaviour continues from previous step. Behaviour escalates. Pupil refuses time out but continues to ignore teacher, not work or distract other learners

(LEVEL 3)

Behaviour in class resulted in a time out. Returned to class and continued to disrupt, disengate, use inappropriate language, distract others, not work or

pupils have not responded to a change of face from school staff or will not take guidance from other teaching or school staff to settle

Dependent on how quickly the pupils re-engaged with learning. Dependent upon whether the pupil escalates to level 4 & 5.

SUPPORT FROM SCHOOL STAFF OR MANAGEMENT (LEVEL 4)

Behaviour has not settled at all and has not altered despite time out

Behaviour is immediately aggressive, confrontational, refusing to take guidance for time out, refusing to settle after time out or

Behaviour is potentially harmful to themselves and others or

Pupils might be angry or upset and not able to settle to listen to guidance.

SUPPORT FROM SCHOOL STAFF OR MANAGEMENT (LEVEL 4)

Behaviour has not settled at all and has not altered despite time out and detention warning or

SUPPORT FROM HOUSE STAFF (LEVEL 5)

Behaviour does not alter despite support from head teacher/deputy or other staff

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