Flexi-SchoolDyslexia

Behaviour Policy

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Behaviour Policy FSD

Behaviour difficulties are rarely an issue at FSD, but we have our own tried and tested methods of ensuring that pupils maintain a positive, hard-working approach and above all 'want to be here'. We achieve this by ensuring the following:

A. PROVISION ETHOS

Every pupil is inducted into our community upon joining us, with the information that we all work as a Team and that every pupil feels safe from judgement. They are given a Tour of the area and are formally introduced to the community they will be working with. Some pupils come to FSD feeling anxious about the prospect of a new learning environment; some can't wait to join us. However, they present, they are made to feel welcome and introduced slowly into our ways of learning. At times, during a learning journey, pupils may test boundaries or lack effort. If this behaviour is not caused by an external factor, FSD follows the principles below:

B. FSD – APPROACH FOR TACKLING NEGATIVITY IN PUPILS

1. Accepting that conflict is an integral part of life is crucial to adopting restorative approaches. There will always be misunderstandings, competing needs and interests, and differences of opinion. In a provision the pupils will not always behave as one would wish. Dealing with conflict is part of an educator's job. Restorative approaches help us to take action on conflict as an opportunity to foster learning and build better relationships.

2. If children present inappropriate, anti-social, disrespectful or challenging behaviour, particularly when such behaviour impacts negatively on others, the Restorative Approach will be used.

3. The Restorative Approach focuses on the harm that has been done and seeks ways to repair that harm. Often a pupil presents with negative behaviour because they need to talk things through that they cannot understand, such as being bullied at school. A teacher should ALWAYS therefore, approach a pupil with the mindset that something may be wrong and that the pupil may need an ear to listen to them, rather than they are being negative for no reason. If a teacher feels that a pupil needs to talk because the pupil is being negative or disruptive in a classroom situation, they should remove the pupil and sit with them in a public, but out of the way environment so that the child can feel they can open up to talk. The teacher should always lead with the question, "What's up? You don't seem yourself today," as a leading question to encourage conversation. This approach often leads to the issue and the child can offload and move on in a more positive frame of mind. Changes in behaviour may indicate a safeguarding concern and staff must report concerns to the DSL.

   If the pupil is worried about any pupil friendship issues at FSD, 3 principles of Fair Process will inform the approach:

   3.1 Engagement – all participants will be involved in the process, with a teacher leading the discussion.
   3.2 Explanation – a shared understanding between the pupils will be reached.
   3.3 Expectation Clarity – a clear vision for the future will be shared, such as 'we all work as a team and nobody should be excluded from any activity.

C. VERY SERIOUS INCIDENTS

1. The most serious incidents will be dealt with immediately by a member of staff, any parents/carers/mainstream school staff/professional agencies that may be appropriate will be informed accordingly and the incident will be recorded on an incident log on MIS. This log must be copied to the DSL.

D. POSITIVE HANDLING

1. In the most serious incidents when a child is at risk of hurting themselves or others, a Positive Handling approach will be used. The term 'positive handling' describes a broad spectrum of risk reduction strategies. Positive Handling is a holistic approach involving policy, guidance, management of the environment, and deployment of trained staff. Restraint is only a small part of the framework. Holding may form part of a positive behavioural support response if it calms and soothes the individual. Even when holding is necessary as a safeguarding response, the expectation is that people communicate with the child, assess the situation and continue to look and listen for opportunities to divert and de-escalate.

E. CONSISTENT ENGAGEMENT ISSUES/EXCLUSION

Restorative approaches seek to teach children to take responsibility, act with respect and promote a calm, positive atmosphere in the provision. Further action is rare, but on the occasion whereby pupils are presenting negatively, the following actions will be taken:

1) Restorative conversation should take place.
2) A subsequent conversation should ascertain whether the pupil wants to undertake learning at FSD.
3) The pupil's parent/carer is asked to a meeting with the Lead Teacher, DSL and pupil to discuss the way forward. It is made clear that the pupil must want to continue the learning journey at FSD; showing this through their actions. It should be clarified that at this stage, a positive approach is 'their choice'. Pupils & parents/carers must also be informed that should this not be observed, the consequence will be a week 'off' FSD for the pupil to consider whether they want to continue their learning journey.
4) If the pupil then CHOOSES to return to FSD and the negative behaviour continues, the CHOICE will be taken away from them and the parent/carer will be asked to attend a final meeting with the Lead Teacher/DSL and informed that the provision will no longer be able to support the pupil's learning journey, which may cease at an agreed date.

F. CONSISTENT USE OF POSITIVE LANGUAGE, PUPIL CHOICES AND CONSEQUENCES

1. ALL FSD staff are proactive in applying a positive, inclusive and respectful mindset everywhere in FSD and throughout the provision day, e.g. if we walk past a jumper on the ground and allow it to be left; the message is that we think it is ok to have things laying on the floor. Similarly, if we see any child being disrespectful and don't intervene our unspoken message is that it is ok. Our verbal and unspoken messages

must always remind children of the right behaviour choices. Staff provide good role models for the respectful behaviour we wish pupils to exhibit.

2. ALL staff must support each other in applying this policy consistently.

CONSISTENCY IS KEY. All staff will remind children how to behave, when required, positively, not negatively, and terms such as 'naughty' or traditional tellings off, are not acceptable. Any negative incident should be viewed as a learning opportunity by staff and fully discussed to ensure that the pupil understands the consequences for both themselves and others around them. As pupils with SpLD are often 'told off' for 'not concentrating, talking too much or being silly', it is essential that they feel accepted and supported at FSD.

G. APPROACH TO BULLYING

1. We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.
2. Bullying both verbal and physical will not be tolerated in this provision.
3. In our provision children have a right to feel welcome, safe, included and happy. In our provision we will not tolerate any unkind actions or remarks even if these were not intended to hurt.
4. Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves. It causes pain and distress to the victim. FSD will not tolerate even one hurtful behaviour without investigation and restoration, even if one incident is not deemed as 'bullying' it is still unacceptable and not conducive to a working environment where everyone can feel safe and accepted.

5. Bullying can take many forms. The 5 main types are:

   5.1 Physical - hitting, kicking, taking belongings.
   5.2 Verbal - name calling, insulting or racist remarks.
   5.3 Cyber - bullying – using text messages, email, chat rooms, social networking sites etc.
   5.4 Spreading unpleasant stories about someone, excluding someone from social groups.
   5.5 Sexual - unwanted physical contact or abusive comments.

6. Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of equal power and strength fight or quarrel.

H. AIMS

1. We will not tolerate bullying in our provision.
2. We will raise pupils' awareness of bullying behaviour and the provision's behaviour policy.
3. We will challenge attitudes about bullying behaviour, increase understanding for bullied

pupils and help build an anti-bullying ethos in the provision.

4. We will always listen to pupils who feel bullied, whether in FSD or their mainstream schools or personal lives.

I. REASON FOR BEING A VICTIM MAY BE:

1. Race/sex/background.
2. New child in provision.
3. Child with family crisis.
4. Disability.
5. Timid children who may be on the edge or outside a group.

J. REASONS FOR BEING A BULLY MAY BE:

1. Victim of violence.
2. Bullied at home.
3. Enjoyment of power/creating fear.
4. Not allowed to show feelings.
5. Copying behaviour at home or on TV.
6. Unhappy.
7. Insecure (coward at heart).
8. Self-hating.

K. EARLY SIGNS OF DISTRESS:

1. Withdrawn.
2. Deterioration of work.
3. Spurious illness.
4. Isolation.
5. Desire to remain with adults.
6. Erratic attendance.
7. General unhappiness/anxiety/fear.
8. Late arrivals.
9. Bed wetting.
10. Cry themselves to sleep.
11. Unexplained cuts, scratches, bruises.
12. Unexplained missing possessions.

L. PASTORAL CARE STAFF SHOULD:

1. Ensure pupils are supervised at playtimes and lunchtimes.
2. Observe pupils' play patterns and relationships – note children who appear isolated or unhappy and inform the Lead Teacher/DSL.
3. Investigate every allegation of bullying.

M. REWARDS

1. All adults in provision should model positive, respectful relationships and will take every opportunity to praise positive behaviour.

2. Good behaviour (including behaviour for learning) will be rewarded in the following ways:

    2.1 Verbal praise and recognition.
    2.2 Stickers awarded for:

        2.2.1 Demonstrating our values
        2.2.2 Perseverance and determination
        2.2.3 Teamwork
        2.2.4 Good choices
        2.2.5 Changes in approach to Learning

N. EFFECTS

1. Stickers may be removed if pupil demonstrated low-level, disruptive behaviour. It should be explained to the pupil by a member of Staff WHY this has been necessary, and reinforced that it was their CHOICE to behave this way and there is a consequence to CHOICES.