



The Caldecott School

School Behaviour Policy

Latest Ratification by Governors	17th January 2023
Next Review of Policy	November 2024
Latest update	November 2022
Review Schedule	Every 2 years

Mission Statement

Every member of the Caldecott Team understands that it is their duty to keep the pupils, their colleagues and themselves safe. All stakeholders aim to give pupils their best education possible. They uphold the values of our school and work as a team, using their skills and talents to benefit others. Everyone shows they care for each other; there is no discrimination and religious and cultural differences are promoted.

Our pupils will be presented with and motivated to engage in a rich and broad curriculum to develop skills so, that in the future, they are responsible, caring and active members of their communities.

Caldecott School pupils know that we need to value and care for planet earth.

Policy Statement

Caldecott School is a special school. We have pupils with Autism, Communication and Social, Emotional and Mental Health (SEMH) needs therefore, many of our pupils have challenges in managing their behaviour. Nevertheless, we are committed to creating an environment where behaviour for learning is good and pupils enjoy their education. Everyone is expected to maintain their highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our Behaviour Policy echoes our core values with an emphasis on respectful behaviour and a partnership approach. We work closely with pupils, parents/carers and other professionals.

Aim of the policy

- To create a culture of good behaviour - for learning – for community – for life.
- To teach appropriate behaviour through using the Zones of Regulation (ZoR) across all key stages. This remains the same in KS4 but the focus is on how pupils can adapt strategies in preparation for adulthood.
- To ensure that all learners are treated fairly, shown respect and good relationships are promoted.
- To help learners manage their behaviour and to be accountable for choices they make.
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others.
- To promote community cohesion through improved relationships
- Promote self-esteem and self-discipline
- To ensure that good behaviour is a minimum expectation for all.

Purpose of the Policy

To provide simple, practical procedures for staff and learners to ensure our aims are achieved

Individual Behaviour Support Plans (IBSP)

Each child has an IBSP. This plan provides a brief summary of past and present behaviours.

The plan relates to the Zones of Regulations (ZoR) and explains the behaviours of the pupil and what their needs are, when they are in a particular Zone. The IBSPs are reviewed termly and updated, if necessary. They may also be updated following a more significant incident of challenging behaviour or when a new need is identified.

Expectations of staff

- Each person who teaches a child will make themselves aware of the child's IBSP
- Staff will model exemplary behaviour and build relationships with the pupils in the school
- Meet and greet at the door
- Staff will remind pupils to: Be ready – Be respectful – Be safe
- Use Praise in public and Remind in private.
- Plan lessons that engage, challenge and meet the needs of all learners
- Aim to deescalate and prevent.
- Be calm and give take up time when going through the steps.
- Follow up every time. Regain ownership and engage in reflective dialogue with learners
- Liaise with parents/carers keeping them informed of any incidents of challenging behaviour
- Work with parents / carers to ensure consistency between home and school

Expectations of pupils:

Staff will work with pupils to encourage

1. respect to all: build respect!
2. Follow classroom rules
3. Engage in reparation at a time appropriate for the pupil

Ways to recognise conduct that is 'over and above'.

1. Recognition boards
2. Awards in Celebration Assembly
3. Home contact /Postcards sent home
4. Praise from the HT / Leadership Team
5. Individual rewards
6. Class rewards

Support beyond the classroom will be provided by the pastoral worker or by a member of SLT. PRICE trainers can also be contacted by SLT (in discussion with the class teacher)

Consistency in Practice

Practice to promote good behaviour has the use of the Zones of Regulation at the very centre of everything we do. All staff constantly refer to the strategies set out in the IBSP. Each child's ZoR is displayed in the classroom, along with the strategies they have chosen to use.

- ✓ Consistent language – consistent response.
- ✓ Consistent follow up – with every member of staff taking responsibility.
- ✓ Consistent positive re-enforcement. Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour
- ✓ Consistent, simple rules / agreements / expectation referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- ✓ Consistent respect from adults – even in the face of challenging pupils.
- ✓ Consistently reinforced rituals and routines for behaviour around the site

- ✓ Consistent environment: Display the quality of a good school; consistent visual messages and echoes of core values; positive images of learners

Caldecott School believes that consistency lies in the behaviour of adults and not simply in the application of procedure. The key is to develop a consistency that ripples through every interaction on behaviour.

Expectations of the senior leaders and pastoral leads

- They are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a unified consistency to the learners. They will support staff in returning learners to learning by sitting in on reparation meetings and support staff in conversations, if necessary
- Support teachers in managing learners with more complex or entrenched challenging behaviours
- SLT will regularly celebrate staff and learners whose efforts go above and beyond expectations
- Regularly share good practice
- Encourage use of Positive Note and Positive Phone calls
- Ensure staff training needs are identified and delivered
- Use behaviour data to assess an individual's need
- Be a daily visible presence
- Take time to meet and greet learners at the start and end of each day.

The role of the parent / carer

The parent/carer partnership is crucial to the successful implementation of this policy. Each parent/carer will be invited to 3 Personal Education Plans meetings a year and 1 Annual Review of their child's Educational Health Care Plans. These meetings give staff and parents an opportunity to review the child's needs and progress. The class teacher can be contacted via a phone call or an email, if the parent/ carer wishes to discuss any aspect of their child's behaviour.

A parent/carers will be informed on the day, if a more serious incident of challenging behaviour occurs so they are involved with the resolution. It is likely that the parent / carer will be invited into school on a more regular basis, if the strategies we have in place, are not providing the desired outcomes.

Expectations of the Governing Body

It is the responsibility of the Governing Body to monitor the effectiveness of the school's Behaviour Policy and to support the Senior Leadership Team. The Governing Body will ensure focus and challenge in respect to data, analysis and actions to support continued improvement.

Recognition and Reward for Effort

We recognise and reward learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public rewards.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners hardest to reach.

Steps to support de-escalation

Steps		Actions
1	Redirection	Gentle encouragement – a 'nudge' in the right direction – a small act of kindness
2	Reminder	A referral to the child's Zone of Regulation A reminder of the expectations 'Ready – Respectful – Safe. This is delivered privately, wherever possible. Repeat reminders, if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage
3	Time Out	Give the learner a chance to reflect away from others. Speak to the learner privately and give the final opportunity to engage. Offer a positive choice to do so.
4	Reparation	Reparation meetings at Caldecott School are a core part of repairing trust between staff and pupils. These meetings should take place as soon as possible, after the incident, with an understanding of the pupils individual needs. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from the pastoral worker or a member of SLT, who will support the reparation process. Staff complete the Reparation Summary
5	Formal Meeting	A meeting is held with parents/carers and pupils to ensure a consistent approach between home and school. Actions are agreed and support put in place for the pupil to achieve this.

Sleuth Points

In every lesson, pupils will be awarded points. A maximum of 9 points can be earned

Attendance

3 points: attended for the full lesson

2 points: attended for 30 minutes

1 point: attended for 15 minutes

Attitude to Learning

3 points: engaged in all areas of learning

2 points: engaged in more than 80% of the lesson

1 point: engaged in more than 50% of the lesson

Interaction

3 points: interacted positively throughout the lesson

2 points: interacted positively for more than 80% of the lesson

1 point: interacted positively for more than 50% of the lesson

Individual and Class Rewards

Each class team have the ability to reward pupil's positive behaviours, either as a class, or individually. These rewards are chosen by the pupils.

Restrictive Physical Intervention (RPI) See Physical Intervention Policy

Caldecott School promotes positive behaviour support. However, there may be occasions when it is necessary to use a restrictive physical intervention (RPI) with a pupil.

All RPI strategies are carried out according to the principles and guidance of P.R.I.C.E. (www.pricetraining.co.uk) - the school's accredited training provider — follows the DFE guidance on the use of reasonable force.

- RPIs are only used to support challenging behaviour where there is clear and imminent danger and there is no alternative
- All RPIs must be for the least time necessary and apply the minimum necessary force.
- The rights and dignity of pupils are always considered
- Where it has been agreed that RPI is a necessary reactive strategy, this will be included on the IBSP
- The use of all RPI is regularly reviewed and monitored for consistency and effectiveness.
 - To ensure the safety and wellbeing of all pupils, 'safe and well checks' are carried out, as soon as possible, following the RPI.
- Any incident involving the use of RPI, is recorded on the day. A debrief will be held with everyone involved in the incident. Minutes from the debrief are recorded on Sleuth.

Policy statement on Equality and Community Cohesion

Working within this policy we aim to make sure that no-one experiences less-favourable treatment or discrimination because of their 'protected characteristics' as follows:

- Their age
- A disability
- Their ethnicity, colour or national origin
- Their gender
- Their gender identity (they have reassigned or plan to reassign)
- Their marital or civil partnership status
- Being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and orientation
(Equality Act 2010)