Blossom Lower School, Upper House & Post 16 Provision

APPROACH TO BEHAVIOUR MANAGEMENT & CONFLICT RESOLUTION

EYFS, Adapted Curriculum, Primary, Secondary, Post 16

Motspur Park | Euston | Wimbledon

Appendix: Exclusion policy

Behaviour Team:

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Reviewed August 2021 by Clementine Turner-Powell and Harriet Palmer

Next review due September 2022

Rationale

The school's approach to behaviour management is dynamic and needs-led. A strong positive ethos and active classroom management policy and process is in place throughout the EYFS, Primary and Secondary School, and Post-16. This is a multi-disciplinary holistic approach which focuses upon using a range of group and individual positive reinforcement strategies in order to support the pupil's ability to manage their own behaviour according to the setting and to understand why it is important to do so in the wider social context. Overall, the school's approach aims to be fair, consistent, appropriate and proportionate, with a willingness to be 'open' to learning new and current theories and responses to behavioural issues.

The school recognises that positive behaviour change and effective communication is a two-way process. This means that whilst the individual may need to be supported in learning about their own behaviour change, it is equally the responsibility of the educational environment to be flexible, adaptable and consider its own part in the behavioural issue.

This is a **preventative approach** which aims to continually observe, record, discuss and review the triggers for inappropriate or challenging behaviour. Staff work closely to learn when these behaviours occur, what the context is, whether there are any patterns to the behaviour/s, environmental factors, links to diagnoses, and the impact of previous experiences. From this point, the aim is to prioritise the behaviours which need to be targeted and then design plans which should limit triggers, break and re-make patterns, avoid confrontational situations and ultimately support the pupil/s to gradually learn to gain praise, attention, rewards and success from appropriate and long-term means. This approach may take longer and require more intensive input; however the school's view is that part of its responsibilities is to help the pupils to learn why it is important to learn to behave appropriately across a variety of social situations and settings in order to be an integrated member of the wider society in the longer term.

Punishment may stop behaviour temporarily but research shows that it does not usually change it. Therefore, the emphasis is upon learning the consequence of one's actions and instilling a belief that one has control over the outcomes one experiences (an internal locus-of-control),which is a vital aspect of social, emotional and academic learning.

Conceptualising and Defining 'Challenging Behaviour'

The way in which '*challenging behaviour'* is conceptualised is important because it strongly influences the subsequent responses to behaviour management. It is vital to consider what is 'challenging' about a behaviour, why is it 'challenging', who is it 'challenging' for, would this behaviour be 'challenging' in a different context or environment?

Behaviour needs to be seen as being a part of the *individual's life experience:* how has it come about and what part does it play in current role or self-identify? Similarly, a pupil's emotional development and early life experiences need to be taken into account when exploring the causes of behaviour.

Planning, Preparation and Teaching

One of the ways in which teaching and therapy staff aim to prevent and avoid inappropriate or difficult behaviour in lessons is through careful and considered planning, preparation and delivery. Individualised targets, teaching resources and methods, and interaction with a particular group and/or individual can be a very effective tool for promoting positive behaviour and active learning. Individual differentiation is made according to a pupil's developmental age, which includes not only the adaptation of cognitive tasks, but also of social and emotional demands.

Whole School Approach

This positive and enabling approach is integral to teaching and learning (both academic and social communication) across the whole school. The principles remain consistent, however the design and delivery of programmes and policies is dependent upon the chronological, developmental and language ages of the given cohort and/or individual. The school believes that it is important to aim to shift the focus towards greater independence, self-awareness, decision-making and personal responsibilities as the pupils grow older. However, this is always dependent upon individual variables and staff need to consider the environments and their own role within the behavioural dynamic.

Blossom House strives to provide pupils with a safe environment for learning, in terms of academic development, social awareness and wellbeing. All teachers and therapists ensure lessons and sessions do not tolerate or facilitate any discriminatory views, including those considered racial, sexist or homophobic (additionally bi/transphobic). If pupils exhibit or demonstrate views or opinions of an offensive or concerning nature, these will be remediated/challenged immediately and reported via Schoolpod. The pupil/s will then be given access to 1:1 SLT or 1:1 discussions with a trusted adult to help broaden their views and reduce this behaviour. This may include referral to one of the school's own RSE mentors. Positive attitudes are supported through assemblies, displays, Group Times and SMSC days etc.

Restorative Justice Approach

A restorative justice approach is being developed for Blossom House School with support from Restorative Justice 4 Schools, supporting conflict breakdowns across the whole school. This is gradually being introduced from June 2021 throughout the academic year of 2021-2022.

The approach will require all staff working with our students to be aware of the principles and language of Restorative Justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the school community. Staff members will receive CPD training on INSET days to support their understanding and carrying out of the Restorative Justice Approach. Pupils will also be educated about the principles through assemblies, display boards and visuals.

A core group made up of Joey Burgess, Viviana Patterson, Harriet Palmer and Clementine Turner-Powell are fully trained in the Restorative Justice Principles and are able to carry out formal conferences in a more structured manner to resolve more complex problems with the aim of creating restoration and reparation between those involved. They manage the referral system, alongside Specialist Advisors, to support more complex conflicts as well as inputting and reviewing the development of this approach within the school.

A slightly bigger team has been trained to facilitate peer to peer reparations when conflicts and miscommunications have occurred which may otherwise have become a barrier to engagement in school activities. A Restorative Approach model is used to support these questions.

Pupils will be asked neutral and non-judgemental questions about their behaviour and its effect upon others. These are open ended questions to gain insight into how

a pupil has understood the situation and require pupils to reflect on what has happened and who has been affected. They also support the pupils to develop empathy and awareness for those affected with the aim of them taking responsibility for their role in how a situation played out. (Appendix 2)

The restorative questions will be differentiated to be used across the whole school, with a range of visuals being created to support all pupils to be able to access the approach. These conversations can range from a "stand up chat" (e.g. in the playground or in the corridor), a "sit down chat" (e.g. a longer time is spent resolving a more complicated conflict and the chats are prepared for) to a "formal conference" (e.g. when staff or parents may be involved and contracts may be drawn up).

Sanctions will be used alongside the Restorative Justice Approach where necessary and may be reduced if the pupils engage positively with the Restorative Justice Approach.

Secondary Adapted Curriculum Behaviour Policy

Secondary Adapted Curriculum (SAC) is a brand new secondary provision for pupils with a more functional aim to the education of the pupils. The behaviour policy for the Whole School, therefore, does not match what is provided for the pupils at the alternative site. Due to the functional aims embedded through their day, the token system is not needed as the achievement factor and positive reinforcement comes through completing the tasks. Descriptive and positive praise is frequently given in a proactive manner to support pupils to make the right choices. Further to this, pupils can be sent postcards in the post. This provides a positive link with parents as well as reminding pupils of their achievements at school. There is also a "positive tree" in the school as part of a display where pupils achievements are written up so they feel pride and are positively reinforced in a number of ways. Regular meetings occur between SAC staff and the Behaviour team at Motspur Park to ensure that this policy is reviewed and meets the needs of the pupils attending the school. *September 2020*

Multi-Disciplinary Approach

The *Multi-Disciplinary Approach* to behaviour management is proven to be the 'best fit' for a dynamic, needs led, positive, flexible and enabling response in behavioural issues. It can be considered to contain three main elements, all of which should be a part of a holistic behaviour plan; they are not mutually exclusive:

- The considered use of positive reinforcement
- Teaching specific social communication skills, self-awareness and self-management strategies
- Changing the educational environment

The school's design and implementation of behaviour programmes and policies takes a strongly holistic view, making use of the range of specialist professionals' onsite. This would usually include input from the Occupational Therapy (OT), Speech and Language Therapy (SLT) and Arts Therapies and Child Psychotherapists (ATCP) teams. Teaching and classroom support staff are also involved in this process. The Behaviour Leads oversee the design, development and implementation of the plans and works closely with staff to ensure as much success as possible for the individual and/or groups.

Induction Training

All staff receive induction training when they first begin working at the school. This includes an initial overview of the behaviour management ethos, approach, policies and strategies in place as well as a range of support material. A workshop follows the induction training, which focuses upon the links between speech, language and communication difficulties (our pupils' primary needs) and the manifestation of a range of behaviours.

Induction training is also provided by the OT team which explains how motor difficulties and sensory integration needs can cause and/or impact upon behaviour. The ATCP team and SpLD Co-ordinator also deliver such training.

Staff, both new and current, also have the option to attend behaviour Drop in Surgeries. These occur once a term and aim to support staff with more challenging behaviour that occurs on the ground in sessions e.g. persistent avoidance. As well as this, behaviour leads are available to discuss and mentor all staff with any needs around behaviour as and when required *September 2019*. Group sessions occur once a term for year groups, led by the Behaviour Lead, Arts Therapies team and Head of Secondary curriculum to support and mentor staff with the pastoral and behavioural needs of their year group and to support them to cope with the array of challenges that they are presented with.

It may be useful to refer to these documents also:

- *The Physical Intervention Policy*
- *Policy on Touch*
- *Behaviour Management induction training information*
- *The Induction of New Staff policy*
- *The Speech and Language Therapy policy*
- *The Arts Therapists and Child Psychotherapists policy*
- *The Fine Motor, Gross Motor and Movement policy*

The Role of Parents

Parents play a vital role in the school's behaviour management approach and ethos. When a pupil begins attending the school, parents have the opportunity to meet key staff: Transition Day as well as Secondary Information Evening where the Behaviour Lead attends to provide an overview of how we aim to manage behaviour and look for underlying triggers and factors. This is in liaison with a member of the SLT and OT team so that links can be made between SLT and OT issues and how this can manifest as a behavioural difficulty. Parents are asked to be active participants in their child's social and emotional development, including supporting any behavioural needs, in liaison with staff.

Parents may also seek advice from the school regarding behavioural issues at home. School may be able to provide behaviour strategies for use within the home, or can refer parents on to relevant professionals for more specialist support and guidance. Further support is also available from the school's Family Support Coordinator.

Parents are informed of any individualised behaviour plans which are due to be put into place and asked for their input and support. They are provided with regular feedback from either their Specialist Advisor or Group Leader. Any behaviour which is of serious concern, such as physical aggression may require contact from the Headteacher or Secondary Behaviour Lead. The school also endeavours to provide positive feedback to parents so that successful shifts or changes in behaviour can be reinforced and praised at home; this being a powerfully motivating force for the vast majority of our pupils. This can be done through phone calls, e-mails, as well as post cards.
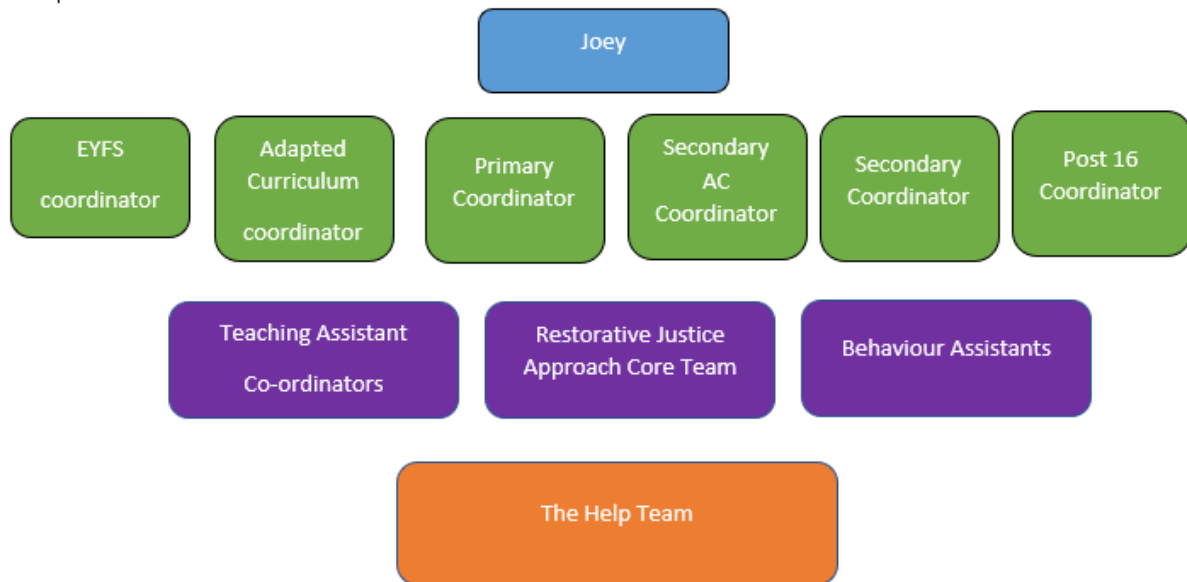
It may be helpful to refer to these documents also.

- *Events Involving Parents*
- *Work with Families*

- *Partnership with Parents*

Behaviour Management Team

This diagram outlines the structure of the behaviour management team, from strategic planning through to implementation and staff support:

Stages of Behaviour Management

The school's approach to behaviour management involves a staged approach on the whole, which is copied below. *However, due to the variable nature of our pupils' needs and the subsequent range of behaviours, stages may not always be sequential or hierarchical.* Staff have this system explained during their induction training and then discuss individualised programmes and policies with the Group Leaders for pupils whom they will be working with.

A copy of the 'stages' given to new staff is also follows:

Strategies for Managing Inappropriate or Unacceptable Behaviours

It is really important to only begin to implement any of these consequences once the staff member knows a pupil well and has observed other staff implementing interventions for quite a while. It is a good idea to check with the assistant/teacher/therapist in the room until sure of these consequences.

This is a broad overview of strategies and consequences for certain behaviours but each pupil must be seen as an individual so may respond very differently in any given scenario:

Positive Reinforcement/Ignoring Negative Behaviours/Distraction/Change the Environment/De-escalation

Directive but Simple Statement e.g. "You need to stop…."

⬇

Ask**: "Are you <u>ready</u> to be in the room?".** If the answer is yes then say "you can show me by….".

⬇

If answer is no, or behaviour continues, then tell the pupil that he/she is **not ready** and has chosen to leave the room to make themselves ready (**N.B never say 'sent out'**).

⬇   ⬇

Pupil sits on a chair outside room, or in allocated calm area. Make it clear what the pupil needs to do to be ready to return to the classroom. For younger pupils, give a countdown appropriate to his or her age/level e.g. 10 seconds, 1/2/5 minutes. Then ask pupil he or she is ready to return to the room to learn. If he or she is ready then immediately (but quietly and subtly) reinforce the desirable behaviour when he or she begins to show it. Older or Secondary pupils may need to move to a quieter area such as a break out room, the fish tank or by Joey's office. Be aware of the language and delivery of both consequence and subsequent praise for older pupils.	If the **pupil refuses** to go outside of the room or to the allocated calmer place, then ask if the pupil is choosing to go his/herself or if he/she needs help. If still refusing call a member of the Behaviour team to come and support, giving him or her some background information, out of earshot of other pupils <u>(use the 'help' button on the phone).</u> **N.B It can also be helpful to ask for support from any member of staff who is familiar with the pupil/s e.g. Group Leader.**

⬇

Pupil can be encouraged to go to the **Calm Room** if angry. This should be given a time limit as some children can use this as a way of avoiding something he/she does not want to do. If unsure, ask for guidance on this. For older pupils or those who need more space, it may be more appropriate to direct him or her to the playground, movement room or gym *(check individual policies).*

⬇

Pupil is taken to the **Calm room**. This is only for PRIMARY PUPILS with specific behaviour policies and the child should only be taken by **a member/s of the Behaviour Team (on 'help' button). This policy is only used for repeated significant physical aggression.** *('Time Out' has not been used at BHS for the last 5 years, but remains in the policy if it were to be used in future).

If a pupil is being very aggressive or distracting to such an extent that it is impossible for the rest of the class to ignore him/her, or if it is dangerous for the other pupils then it is good idea **to remove the rest of the pupils and take them somewhere safe** e.g. playground, sports hall, library, walk around school, and send for help from a member/s of the Behaviour Help Team to work with and support the pupil.

If a pupil has been involved in a serious incident at school, such as being physically aggressive, senior members of staff may deem it necessary that they spend some time at home for the rest of the day or following day. This is to ensure that:

- Members of the multi-disciplinary team (MDT) have an opportunity to meet
- The pupil has time to calm and regulate at home
- The pupil and his/her parents are informed about the restorative actions with the other people involved in the incident.

Staff Training and Support

Induction: All staff receive behaviour management training according the school's specific approach and ethos as part of the induction process (refer also to the 'Induction Training' section).

It may be helpful to refer to a copy of the 'Managing Behaviour' Dos and Don'ts' guidance which all new staff are given during training.

Behaviour Help Team: A team of staff are chosen by the Head teacher and trained by the Behaviour Leads to be available to provide staff with additional support if needed within lessons, registration periods or lunch and break times. These staff members are experienced members across a range of teams across the school. They are trained to be able to use proportional physical intervention if necessary and for the shortest period of time possible, if this is required to ensure the safety of pupils and staff. These staff can act as an additional resource to support during lessons as well as being available to offer advice regarding how to manage a situation at the time of occurrence. The Behaviour Leads oversee this team in liaison with the Head teacher and is available to all staff for further advice, discussion and follow-up procedures.

The 'Help' Button: Each classroom is equipped with a telephone which has an internal and external line. Each office and classroom has its own number. There is also a button marked 'help' which will call or Behaviour 'help' team members' phones, including the Headteacher's. There is also a *photo sheet* to help staff identify members of staff in this team. The aim of this system is to provide the staff with a quick and effective support system, as much as is possible. The system is continually reviewed.

Calm Rooms: There are allocated rooms around the school's grounds which are nominated 'safe spaces' for helping pupils to calm safely and in a supported manner. For some pupils, it is more helpful for them to 'take a break' or have some 'time away' in a larger space such as the playground or sports hall, or to use the Gym, if this is a planned part of their behaviour policy as agreed with the OT team. Staff are directed to allow pupils to leave the lesson when emotional arousal levels are rising, in order to reduce the likelihood of a behavioural event. Support staff can ensure the pupil is safe whilst allowing him or her time and space to calm.

Whole Group Strategies

There are a number of whole strategies which are employed throughout the school, varying according to age, language and developmental levels. These are as follows:

- Group star charts (EYFS to Year Five)
- Group tally charts (Year Six)
- Token reward system (Secondary)
- Star of the day (Primary)
- Star of the week (Primary)
- Maths, English and CT lesson star charts (Primary)
- 'Happy Book' (Reception & Year 1)
- Sensible/Not Sensible books (Primary)
- Appropriate/Inappropriate behaviour books (Secondary)
- House Points (Primary & Secondary)
- Stickers & certificates (Primary)
- Notes/emails/postcards home
- Group activities/rewards

Meeting the Needs of the Individual

For a minority of pupils, it sometimes becomes clear that he or she may need additional and more individualised support in order to help him or her learn to manage their behaviour in an appropriate manner. In this instance, the key staff involved with the pupil (e.g. Head of House, Group Leader, a.m. and p.m. LSAs, OT. SLT and ATCP where applicable) would meet to formulate a plan with the Behaviour Leads. Parents would also be involved in this process. This meeting would aim to look at:

o *What behaviour/s need to be targeted and why?*

- *Do these behaviour/s stop the other pupils from learning?*
- *What are the probable triggers for these behaviour/s?*
- *When do these behaviour/s occur?*
- *Are there any variables (e.g. lesson, time of day, cohort)?*
- *Is any other information known which may be impacting upon the individual's behaviour (e.g. family factors, previous experiences, diagnoses)?*
- *What incentives and factors does the pupil respond to positively?*
- *Does the pupil have any known or suspected OT/SLT related needs which may be impacting upon behaviour?*
- *Age, language and developmental levels of the individual.*
- *What are the key behaviour/s that need to be targeted first (this will be reviewed as the pupil progresses)?*

Using this information an individualised behaviour plan is put into place, which would aim to:

- *Limit triggers and prevent confrontations and/or spiralling patterns of behaviour.*
- *Provide the pupil with clear and manageable targets.*
- *Raise self-esteem and self-belief.*
- *Provide specific positive reinforcement with personalised rewards being contingent upon clear and consistent targets and rules.*
- *Provide fair, clear and consistent rules and consequences.*
- *Reduce the impact upon the group's ability to learn.*
- *Gradually teach self-help strategies which are socially expected.*
- *Provide sensory input through short activities designed to reduce sensory related behaviour (e.g. grabbing, biting, pushing and/or shouting).*
- *Help the pupil to belief that he or she has control over positive outcomes (internal locus of control).*

Depending upon the pupil's age, language and developmental levels, and diagnoses, the behaviour plan may include:

- A **positive comments book**, whereby staff write a specific positive comment for each lesson. This is then reviewed with the pupil during the day with the Group Leader and often goes home also.
- An individual '**sensible/not sensible**' or '**appropriate/not appropriate**' book which labels specific positive and expected behaviours as well as those which

are not appropriate or expected. This is also reviewed during the day with the Group Leader and also often goes home to link up with parental input.

- o An **individualised chart** to target key behaviours, for which the pupil will earn a reward. The layout and structure of the chart would be planned based on the pupil's age, levels and the type of behaviour. Examples of this are:
  - ➢ A *positive reinforcement chart* whereby the pupil receives a short reward at the end of each lesson (see Appendix A (younger child) or Appendix B (older child) as examples).
  - ➢ A *positive reinforcement chart* whereby the pupil receives a delayed reward, for those who can cope with less immediate tangible rewards (see Appendix C as an example).
  - ➢ A **positive reinforcement chart** whereby the pupil receives delayed rewards which are not concrete gains but based upon praise and acknowledgment such as earning certificates (see Appendix D as an example).
  - ➢ *Sensory integration practices* are often included into the chart and behaviour plan (see the Appendix B as an example of calming strategies and Appendix E as an example of how S.I is incorporated into the pupil's school day, aiming to manage arousal levels).
  - ➢ A *cost-response chart* may sometimes be used for older pupils, usually Secondary, who are ready to cope with 'reminders' about target behaviours (see Appendix F as an example).
  - ➢ Occasionally, for Key Stage Four pupils only, it becomes necessary to use a *behaviour contract*. This outlines what behaviour is expected of the pupil and sets out which behaviours are not acceptable (see Appendix G as an example). This is planned and carried out in close liaison with the parents as well as with the pupil.
  - ➢ *Social stories* are often used as part of the behaviour plan but also may be used as separately (see Appendix H as an example). These are an integral part of the school's approach to linking behaviour issues with social communication needs. The social story is usually written by the pupil's attached SLT in liaison with key staff and parents. Other techniques might include explicit teaching of desirable or socially expected behaviours, such as **Video Modeling**, or using schemes such as '**The Unthinkables'**.
  - ➢ *Rating scales* are sometimes used, depending upon the pupil's age, language and developmental levels, and level of self-awareness (see Appendix I as examples). Again, this is part of linking behavioural issues to

social communication needs and is usually devised with the pupil during individual SLT sessions then linked into the behaviour plan.

➢ *OT input* is often a vital element to a holistic behaviour plan. The OT will be involved in considering the **sensory issues** that may be creating, maintaining or escalating behaviours and will then work with the relevant members of staff to design activities which can be integrated into the pupil's school day. The aim would be to reduce the likelihood of the occurrence of behavioural issues, but also to have in place calming strategies is emotional arousal becomes too 'high'. It is vital that this input is not put in place until advice from the OT has been received as some sensory activities can actually escalate behaviour, according to the pupil's sensory profile. This '**sensory diet'** may also be implemented at home if parents and school consider this to be beneficial.

➢ *Environmental changes* may need to be made in order to accommodate the pupil's specific needs and decrease the likelihood of the occurrence of behavioural issues. The aim would be to provide a learning environment where the pupil's feels 'safe' and understood, with lowered anxiety and stress levels. However, if these do occur, the pupil also needs to be provided with the support to communicate this need and act upon calming strategies. Staff will need to consider in advance the potential impact of changes or stressors in the school day; for example, school shows, sports day, different events or changes in staff or routine. It is important that staff understand that activities that may be considered to be 'fun' by some, are actually highly anxiety provoking for others. This may include part time timetables, time in the zone or an increase in 1:1 work, as stated above.

o An **individualised approach which is Attachment Aware and Trauma Informed (AATI)** pupils who have attachment difficulties or a history of trauma/disrupted care in his/her early life. This approach would include a variety of techniques to support behaviour (regulation) and emotional development, including a 'Team Pupil' approach which aims to identify a group of staff members who can create a 'pseudo family' at school, with a Key Adult providing the main relational intervention during the school day. This approach may also include some of the above-mentioned techniques, such as regular sensory input and a record of achievements.

o All **individual behaviour charts** can be found in shared
files/behaviour/individual policies.

Bespoke timetables and/or 1:1 support is monitored by the Specialist Advisor, who liaises with parents and the Borough regarding this on-going higher level of support.

Monitoring Behaviour

As a result of the wide variety of staff involved, the number of strategies in place and the embedded nature of the school's behaviour management systems, it is challenging to find meaningful ways of providing 'data' which supports the belief that in the vast majority of cases, these systems are, over time and depending on external variables, effective. Behaviour is dynamic and multi-faceted and therefore assigning numerical data to it can sometimes be misrepresentative of the 'bigger picture'. The school has found that the most meaningful ways of reviewing and assessing whether group and individual policies are effective in managing behaviour is usually through a combination of more qualitative means:

- o **Observation** of the group and/or individual.
- o **Functional analysis** of behaviour from the behaviour logs & feedback to understand triggers and patterns.
- o The **pupil log** to record incident and follow-up actions.
- o **Multi-disciplinary discussions** between key staff working with a group or individual (e.g. the Head of House, Group Leader, LSAs, teachers, Arts Therapist, SLT, OT and the behaviour management co-ordinator).
- o **Daily and weekly tracking,** with half termly and termly analysis and outcomes.
- o **Parental** feedback and/or meetings.
- o **Email communication** between staff usually on a daily basis.
- o Weekly and termly monitoring of the **number of house points** achieved by pupils in each Secondary house.
- o Once or twice termly, the school also employs the support of an independent **Educational and/or Child Psychologist** to check whether the system in place is effective and/or to seek further advice and input.
- o **Annual Meta-Analysis of Behaviour** completed at the end of the Summer Term to support development moving forwards.

Variables and Influences

It is important to be aware that behaviour can fluctuate in presentation, intensity, frequency, duration and form. It is vital that the relevant staff consider some of the known or potential variables and/or influences which may be triggering, creating and/or maintaining the behaviour. Examples of these may be:

- *Diagnoses*
- *Cohort*
- *Changes to cohort which affect group dynamics*
- *Changes in emotional state*
- *Changes to family structure*
- *Changes to usual school routine or staff*
- *Bereavement*
- *Fear/anxiety for future*
- *Pending change of placement*
- *Illness*
- *Physical discomfort*
- *Unexpected events*
- *Organisational issues (especially in terms of the Secondary token system)*
- *Environmental issues: weather, classroom temperature, lighting, noise levels, space*
- *Sensory Overload or Sensitivities*
- *Emotional Overload*
- *Difficulty in a given subject*
- *Exam or coursework stress*
- *Formal testing*
- *Visits from external professionals*
- *Trauma*

Approach to supporting diversity awareness:

Blossom House School is committed to being an anti-racist and diversity aware school. The LATS aims for 2020-21 are:

1. To further develop the pupils' and staff's understanding of discrimination in society
2. To develop meaningful changes that contribute to BHS becoming a more actively antiracist space

In line with these we have put in place a specific protocol when dealing with racist or homophobic, biphobic and transphobic (HBT) behaviour. Along with the assistance of

the Diversity Strategy Coordinator (Sadaf Khan) we have adapted SchoolPod to include racist and HBT behaviours within behaviour logs as well as creating a flowchart in order to deal consistently with any incidents of racism. This flowchart is saved in the 'Diversity' folder within Shared Files and all staff are aware of this document. The flowchart clearly lays out how to deal with the incident depending on the root of the behaviour and the understanding and knowledge of the pupils involved. The incident will then be dealt with accordingly with follow up restorative justice and 1:1 work where necessary.

<u>Approach to behaviour during Covid:</u>

There has been an increased emphasis on emotional wellbeing as pupils returned to school fulltime. This has been to support anxiety in pupils due to the changing covid regulations and uncertainty of the future. Secondary children attended an assembly by Joey Burgess to discuss the following expectations:

- Not deliberately coughing or spitting towards other pupils or staff
- Not pretending to have symptoms
- Remembering to be aware of other peoples anxieties around Covid
- Supporting pupils to remember to wash their hands regularly and to social distance

If these rules are not followed then staff should liaise with behaviour leads to consider appropriate consequences.

A risk assessment for the Behaviour Department has been written and will be shared with staff.

Appendix 1:

Exclusion Policy
2021-22

To be read in conjunction with *Approaches to Behaviour Management* policy

Joanna Burgess 2020

Clementine Turner-Powell 2021

Review date: September 2022

The school's approach to **behaviour management** is preventative, as identified in the *Approaches to Behaviour Management* policy. However, in rare circumstances, and always as a very last resort, the school may take the decision to permanently exclude the pupil/pupils concerned. Factors leading to this decision may be complex, with strong mitigating factors, all of which will be given full consideration before the decision is taken to exclude permanently. Examples of the reason for exclusion might include:

- wilful damage to property
- behaviour which poses or cause a risk to other staff and /or pupils
- physical or verbal assault against pupils/ staff, including threatening language
- tobacco, alcohol or drug misuse

Minor breaches of behaviour will be met with appropriate adjustments in line with behavioural policy; however, persistent and continued breaches may lead to permanent exclusion. In these instances, a letter will be written to parents/carers to report that the pupil is, or could be at risk of permanent exclusion. The exception to this would be where behaviour/severity escalates rapidly.

This exclusion policy also applies to behaviours/incidents external to the school. These might include:

- when a pupil/pupils are journeying to and from school
- where the pupil/pupils are wearing school uniform
- where the pupil/pupils pose a threat to the general public
- where the pupil/pupils are engaged with a school-or curriculum-related activity. This could include Work Experience

Required removal

The school reserves the right to secure required removal of a pupil, in rare circumstances. This could occur:

- where the parent/carer has made unsubstantiated claims against the school
- where the relationship and/or trust between the parents/school has broken down irretrievably
- where the parents/carers do not support the school's policy for behaviour management

Formal meeting

If appropriate and/or necessary a meeting will be convened and chaired by a person who will have made any appropriate documentation available. The parent/carers should be present at the formal meeting and the pupil may also be present. A thorough investigation will have been commissioned by the Head teacher leading up to the meeting. The parent/carer may bring another person to the meeting (who must not be a legal representative). The pupil will or may have been suspended/temporarily excluded for a period of 2-5 days before the meeting. The pupil may be given the opportunity to account for self or present mitigating factors for the behaviour/behaviours which resulted in the formal meeting. Notes will be taken at the meeting and distributed to all parties afterwards. The Head might require a fuller investigation to commence as a result of the formal meeting. Following the decision to exclude or not to exclude, the parent/carers will be given the right to appeal the decision. However, if the pupil is withdrawn by the parent from the school then the right to appeal is forfeited.

Process of appeal by parents/carers

If the parent/carer decides to appeal the decision, the pupil will remain suspended/excluded from the school. The parent must submit a written appeal within 72 hours of the decision. The appeal must be directed to the Clerk to the Advisory Body. The appeal must set out the grounds on which the appeal is based as well as the desired on intended outcome.

Subsequent to receipt of an appeal letter, a review hearing will be organised, consisting of the Headteacher and minimum of two Advisory Body members, in addition to an independent person with no prior knowledge of the case. The names of the panel will be given to the parent/carers in advance of the meeting. The parent/carers and, if appropriate the pupil, will be invited to attend the meeting

The appeal meeting will take place at the school between 3-10 days of receipt of the appeal letter. The Clerk to the Advisory Body will be present at the review meeting. The Head teacher may choose to request an additional person to be present in order to secure a fair outcome on behalf of the pupil. The proceedings must be kept confidential.

At the meeting, there will be opportunities for those present to ask questions. The chair may adjourn or terminate the meeting. If this is done without a decision being made the original decision will stand.

Outcome of appeal meeting

The review meeting will:

- uphold the Headteacher's decision
- recommend the decision to be reviewed and/or alternative sanctions considered

All documents are to be held in confidence, unless legally directed otherwise. The decision and reasons underpinning it will be issued by letter from the Chair of the Advisory Body to the parent/carers within 3 working days.

Appendix 2:

The Restorative Questions:

- What happened?
- What were you feeling/thinking at the time?
- What are you feeling/ thinking now?
- What needs to happen to put this right?
- What will you do differently next time?

How to use the Restorative Questions:

Stand up restorative chat (informal) – All staff can conduct these chats. It uses the 5 restorative questions, does not include formal referral, preparation or making of contracts. May include a follow-up where necessary. Individual member of staff takes initiative and leads the process.

Sit down restorative chat (formal) – Only RJ team can conduct these chats. This is a more structured and formalised conference. The facilitator of this reparation will speak to both parties individually to gather all the information, once this is done the separate parties may wish to meet to discuss the situation directly and how to move forward. Contracts may be created and follow up chats may be required.

Formal conference – Only RJ core team can conduct these chats (trained conference facilitators). This is a formalised meeting and may involve other parties such as parents or a neutral adult to support the child through the process. This process requires formal preparation and follw up sessions. A contract is likely to be drawn up in order to move forward.

N.B. RJ interventions should be recorded on SchoolPod and any paperwork should be filed in the RJ filing cabinet.

Unsuccessful conferences or refusal to take part:

Unless all have agreed to take part in a Restorative Intervention, it will not proceed; all have to be willing participants. If during an intervention any of those taking part are unable or unwilling to proceed, the intervention will close and an alternative resolution will be implemented. If those involved fail to comply with expectations of

the agreement, alternative solutions including the schools sanctions may be negotiated or applied to the wrong-doer.