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BEHAVIOUR POLICY

**Including Statement of Written
Principles**

Background

All students who attend Woodpecker Court have social and emotional difficulties and have generally exhibited challenging behaviour during their secondary, and in many cases, their primary provisioning.

The majority of students will have experienced interventions from other agencies both inside and outside provision prior to their referral. The aim of Woodpecker Court is to address the behavioural barriers to learning and inclusion in the widest sense. The focus is behaviour modification and assessment of needs in relation to each individual and therefore their future learning program. For some students the referral is for a short-term respite intervention plan, for others it is a long-term learning program leading to functional skills qualifications.

The Behaviour Principles Written Statement is available in Appendix 4.

Curriculum

Managing behaviour is embedded within the curriculum itself. The timing of sessions is linked closely to the concentration of students and the need for specific risk assessments for certain activities.

The delivery of learning is mindful of the learning styles, behaviour challenges, barriers to learning and social experiences of the cohort, assessed via the Individual Learning Plans.

The main barrier to learning for all students at Woodpecker Court is their ability to manage their own behaviour, accept boundaries and interact appropriately with both their peers and those in positions of authority, which can limit the amount of work that can be done independently.

Managing student's behaviour

All staff have chosen to work with vulnerable children and understand sometimes they exhibit behavioural difficulties. The staff have been selected for their own personal skills in relation to their individual roles, their previous experience as well as commitment to the well-being achievement and enjoyment of young people who have experienced difficulties. Staff will manage challenging behaviour and will work within the framework of Woodpecker Court's behaviour policy.

Many students struggle to respond appropriately within a classroom or social setting. The staff's skill in the classroom and behaviour management is our first and most crucial means of the students accessing their education. All the students are assessed shortly after entry through formal and informal activities as well as a baseline tests. The student induction program includes discussions with students around their triggers, calming techniques and behaviour management strategies that they try to use independently. If deemed appropriate 1:1 support will be provided.

Daily briefings/meetings take place to provide an overview of an updates that may impact on students. This also has a focus on attendance/punctuality, behaviour for learning and quality of work. From this information the staff discuss progress every day at the end of day meetings and communicate outcomes to parents /carers when necessary.

Students are given a focus on addressing the underlying issues which have led to their placement through the on-going review of their progress against their targets. The students are involved in reviewing their targets and setting new ones.

Relationships between home and provision are key to the success of the students and therefore communication between home and provision is frequent. Regular contact also ensures that barriers parents/carers may have had in the past with provisions are broken down.

The Behaviour and separate Rewards policy provides a framework in which staff can create a stable and a safe learning environment, which encourages students to develop and address those issues which have prevented them accessing the mainstream/college environment. All staff at Woodpecker Court are all equally responsible for the management of behavior, supporting each other. Staff work closely in managing behaviour through implementing the rewards and sanctions, applying a restorative justice approach and modelling positive behaviour practices through their own behaviour. The provision operates as a community with clear values and well understood approaches which are enhanced by the co-operation of the whole team.

Strategies used in managing behaviour

Staff are individuals who all have their own preferred methods of working which complement their own personalities. However, it is essential that they work in an agreed procedural framework in order to provide the consistency and stability that all our students need. We must ensure a whole staff acceptance of standards if we are to support young people in modifying their behaviour and collectively support staff in managing challenging situations.

The framework for managing behaviour includes:

- The provision is an adult controlled environment in which staff set the tone and ethos. We promote purposeful activity through interacting with students and engaging them in positive activities both in the classroom and outside during social times. The provision is a place where everyone feels safe and secure and where work is valued. Everyone is expected to show respect for each other and for the environment.
- Opportunities for success are an integral part of all classroom activities and are recognized through praise and the rewards system.
- Variety and flexibility in teaching and learning strategies should enable all students to access the curriculum. All staff are involved in differentiating work appropriately and supporting students. Specific behavioural difficulties are targeted through a program of interventions. Staff need to complete recording, assessment and monitoring systems which keep track of individual student's progress.
- Classroom seating and working arrangements including planning for behaviour in lessons takes account of the needs of the students and the curriculum to provide optimum opportunity for success. Risk assessment of activities and resources support effective classroom management.
- Students should be offered unconditional acceptance as individual people and given a fresh start after each incident has been resolved. Restorative justice practices encourage students to make the right decisions and use the 'time out' to reflect on behaviour, to make amends and help students move forward. Staff must always remember that 'they are the adults' in every situation.
- It is the responsibility of all the staff at the provision to promote a positive role model to students. Many of our students will have been exposed to inconsistent adult role models and we must represent positive and appropriate behaviours ourselves if we are to demand likewise from the students. This includes the way in which we address each other and the students and the respect and politeness we are trying to encourage in young people. We must offer our students self-control, patience, fairness, consistency, understanding and fairness in maintaining boundaries.

- Clear rules and expectations will help all staff and students avoid confrontations. Students need to know where they stand and that they are part of a whole provision approach to rewards and sanctions. Staff must recognise that they are part of a team which consistently promotes the agreed system. All students will be introduced to the rules and expectations when they join the provision through their induction program.
- Staff use a variety of strategies to redirect students positively; ignoring of low-level poor behaviour; praise for those who exhibit positive behaviour; diversion from negative behaviour; diffusion through quiet, calm explanation; the presenting of choices to give students control over their situation and humour to reduce tension.
- Inconsistency is frequently the experience of our students. They are often used to manipulating situations through the differences in staff's expectations and treatment of events. It is vital that we as a team work within the agreed parameters and maintain boundaries. Students will initially push against these boundaries and find them difficult to cope with, but without them, no change is possible and students will not be given the opportunity to address underlying issues and reintegrate successfully into mainstream society. Consistency promotes security and trust.
- Many students are used to physical punishment and shouting as the only means of sanctioning unacceptable behaviour. At Woodpecker Court we always avoid shouting and displays of anger as these reinforce the unpredictability of adults which some of our young people have come to expect. Students will push staff to gain predictable responses and we must therefore show them that there are other ways that we can get where we want to be that do not involve shouting or angry displays. Physical punishment and humiliation are never options. Staff must give clear instructions, give clear explanations of the consequences of continued negative behaviour, present choices and remain calm at all times.
- Keep all conflict to a minimum. Remind students of expectations and rules of the provision. Act non-confrontationally in reminding students of the consequences and allow 'timeout'. This allows students an opportunity to rectify the situation without further intervention. The students know the rules as well as staff but will always test them to see if staff remain firm and to gain reassurance of their safety and security. Confrontational approaches will result in confrontation back from the student which we must avoid as the end result will not be positive and the student will not make progress in addressing their behaviour.
- Positive relationships with students are the key to successful behaviour modification. This is achieved through:
 - Showing them that we genuinely like and value them as people
 - Separating the behaviour from the person
 - Showing them we are fair and consistent in our expectations
 - Dealing with them in a respectful manner no matter what they have done
 - By recognizing successes and giving praise and comment when they have tried hard to achieve something
 - By taking an interest in them as people – finding out about them and their interests and taking time to remember these things
 - Engaging with them during non-structured times and encouraging them to enjoy and achieve

Consequences

At Woodpecker Court staff will deal with behaviour through a stepped tiered approach, available in appendix 2. Initially this is through verbal and facial cues, moving up to the explanation of consequences through low-key warnings, verbal and written feedback against generic and individual targets through the awarding of reward points and, finally, the use of sanctions as consequences to specific behaviours. This layered approach allows students the opportunity to make informed choices and experience that there are always outcomes to both positive and negative choices. Sanctions are an attempt to break the cycle of unacceptable behaviour by making the students realise that if they do not comply with the provision expectations, we will draw attention to the issues in a more focused way.

If behaviour occurs that causes significant disruption to the learning of others and the right of all staff and students to access the project in peace, then a decision to remove the young person from the day early may be made only by the Principal or in his absence the Vice Principal. This behaviour may include the following:

- Refusal to comply with instructions that result in a compromise in safety or the ability of staff to deliver sessions.
- Violent or threatening behaviour.
- Abuse of tools, damage to property.

This list is not exhaustive.

If this occurs then an incident form must be completed on Arbor and filed by the member of staff who experienced the behaviours.

Witness statements may be collected from others at the request of the Principal. A restorative justice meeting must take place between the student who exhibited the behaviours and the victim of them lead by the Principal or his representative. It may also be necessary for the young person to take time away from the project for reflection, pending a restorative meeting involving the parent / carer, a representative of the referrer, Social Care where appropriate and the Principal. The only person who can make a decision about time away for reflection is the Principal. If behaviours result in repeated periods of time out for reflection and the student does not amend their behaviours, then the Principal has the right to permanently remove a student from the provision. Moreover, if a serious incident occurs that has put people or property at serious risk, the Principal has the right to permanently remove a student.

All students are encouraged to take responsibility for their behaviour. Each day ends with an opportunity for self-review. Students are expected to engage in discussion regarding addressing issues and considering the choices they may make in the future.

In giving sanctions, staff must assess the behaviour against the weight of the sanction. Is the sanction a fair response? Will it discourage the student from the behaviour displayed in the future or simply engender a sense of injustice? Staff must ensure that the student understands the reason for the sanction and work with them in moving forward with the relationship still intact.

In some circumstance's isolation is an effective tool. Many of our students have a history of repeated fixed term exclusions which have not proved effective in managing their behaviour or made them feel part of the provision community.

Incident management and lock down protocol

Our work involves the managed use of tools and fire. As such, it is necessary to consider this when an incident occurs. An incident may be declared by any member of staff where their judgement leads them to believe that:

- A refusal to comply with instructions may result in a compromise in safety or the ability of staff to deliver sessions.
- Violent or threatening behaviour may be about to or has occurred.
- There has been or may be an abuse of tools, damage to property.

If this occurs, they will indicate this by saying over the radio; "Pam has lost her car keys, can someone help?"

The following protocol will be followed:

1. The senior member of staff on site will take control of the situation and deploy staff accordingly.
2. All fires are to be extinguished immediately, tools placed in workshops and workshops locked.
3. Students who are not involved will be gathered into a location away from the incident an engaged by one member of staff.
4. Two members of staff will work together to manage the situation.

5. Positive Handling principles of de-escalation will be employed, see Positive Handling and Use of Reasonable Force Policy for further clarity.
6. If appropriate, a call will be made for the student to be collected.
7. If necessary positive handling will be deployed.
8. Dynamically risk assessing the situation, the decision to call the Police may be made if there is a current threat to property or people.
9. All necessary post incident recordings will be made the same day.

If a student leaves site the following protocol will be applied:

1. The senior member of staff on site will take control of the situation and deploy staff accordingly.
2. Students who are not involved will be gathered into a location away from the incident and engaged by one member of staff if the usual lessons cannot take place. Lessons will be kept running as much as possible.
3. Two members of staff will work together to manage the situation.
4. The time of their leaving is to be recorded.
5. One member of staff calls the appropriate parent / carer
6. One member of staff leaves site in the direction of the student's departure to conduct a search. This may be on foot or by car. They take a radio and mobile phone.
7. The other member of staff on site ensures they carry the provision landline. The two staff liaise.
8. After 20 minutes, if the young person has not returned, the lead member of staff calls the lead agency / parent and advises that the young person will be reported to the Police as a missing person. The parent / carer is asked to attend site.
9. Search patterns continue until the parent / carer arrives on site. We then liaise with and support them.
10. As soon as possible all staff involved meet to record what has occurred on an incident form.
11. We cooperate with the Police, providing them with a copy of our recording.

Exclusions can only be undertaken for Students that are on our post 16 programme

Permanent exclusion is a last resort option at the provision, as we are aware the emotional and ongoing effects this can have. Should a permanent exclusion be deemed necessary we try our utmost to secure a positive onward destination. Students may either permanently or temporarily be placed on an individual programmed involving short-term tuition with planned group integration where feasible as an alternative to exclusions.

Fixed term exclusions are used where a student's behaviour has exceeded the normal sanctions and the incident is so serious that an extended period of isolation is not deemed appropriate. Where possible, isolation – or internal exclusion – will be used as an alternative.

It is not an option to send a student home unofficially. This must be treated as a fixed term exclusion.

Any exclusion must be the decision of the Principal, the Vice Principal will contact The Principal to agree before action taken, although the views of all staff will be sought and taken into account where possible.

Exclusions cannot be undertaken for any Student that are not on our post 16 programme

All students within this category may have their placement affected by careful liaison with either their Mainstream School or the referring agency. Woodpecker Court recommends their sanction based upon our professional experience but cannot enforce this without the support of the other interested parties. We rely upon open and honest discussion approaches with our joined-up agency working.

Students may have their placement postponed, suspended, withdrawn or altered to ensure that both the needs of the student and their peers are considered.

Time out

Time out may be initiated by a member of staff or a student where it is considered helpful to prevent a situation from escalating, or as a strategy for deescalating after an incident. Time out must be mutually agreed between staff and student, for an agreed length of time, at an agreed location that is close enough for distant supervision. Time out may be extended if the member of staff considers it appropriate. At all times, the access to learning is paramount. Time out should be kept to a minimum, ensuring its use is appropriate to prevent more learning time being lost. The time out is to be logged on a timeout card. These change colour weekly.



Positive handling (further guidance is available in the Positive Handling and Use of Reasonable Force policy)

The use of physical intervention is very much a last resort. There are clear criteria for circumstances where it is permissible for staff to physically intervene in a situation. Having appropriate training and understanding of the uses of physical intervention equips staff to provide a satisfactory duty of care to safeguard both the students and all staff within the school community.

If a member of staff is alone and is aware that a situation is escalating, then assistance should be called. It is the responsibility of all staff to ensure the safety of all members of the provision community and this means that they should not be reliant on The Principal to take the lead in physical interventions.

Staff will always risk assess any situation for their own and others' safety before physically intervening. However, it may be necessary for positive handling to be employed to prevent students from hurting each other or staff, hurting themselves, damaging property or causing significant disruption to the provision. In the case of the latter or when a criminal act has been committed, the police may be involved and charges pressed. However, the decision to do this will be made following serious consideration of other options such as restorative justice interventions or reparation for damage caused which may be monetary or time linked.

In any situation where students are fighting or one is assaulting another, staff are expected to intervene and separate the students to prevent further harm. Staff have a duty of care to ensure the safety of all students in the project. The students should then be separated and statements taken before staff facilitate a restorative justice meeting between both parties to resolve the situation in a safe environment at an appropriate time.

If a student is threatening to self-harm, again staff need to assess the situation as to the most appropriate intervention. If the student has no means of carrying out the threat, they should then be observed with minimum fuss to try and diffuse the situation. Where there is a risk of self-harm, staff may assess the situation as requiring intervention. In this case all other students should be removed from the area whilst the situation is dealt with.

Students threatening staff requires a clear assessment of the situation. Some students will shout threats to staff as a means of trying to destabilise situations or gain control but have no real intention of following through what they are saying. This may be a reaction to a perceived threat when they feel threatened themselves or be learned behaviour associated with their own experiences. Again, every situation must be assessed on risk and with a knowledge of the student informing decisions made.

All incidents which result in positive handling require staff to complete an incident report on Arbor, and complete The Edukey System before the end of that day and must be recorded in the bound book and on Arbor.

Physical intervention should never be used as punishment or to elicit compliance with requests. Where a student is causing major disruption to the school there may be occasions where this intervention is necessary. However, if a student is refusing to leave an area, the first action should be to relocate other students to an alternative area and remove the audience, which often results in a diffusing of the situation.

All staff involved in positive handling have been trained in Positive Handling and are certified.

Bullying

All students have the right to be educated in a non-threatening environment. Bullying in any situation compromises this premise. Many students at the provision are likely to use bullying tactics to overcome their own feelings of inadequacy or because they have learned to use threats/name calling/unkind comments/physical gestures/intimidation through their own life experiences. All students are told that there are only two acceptable ways of dealing with these behaviours: to ignore it by showing no emotional response which often results in a reduction in the behaviour or to tell staff/parents in order that they can deal with it.

It is the responsibility of all staff to highlight bullying concerns at the end of each day and to raise these with students when they occur. Where there is a pattern of bullying, staff must inform parents and a "Bullying Log" be opened where incidents can be tracked over a specific period to time. The student is then confronted with the situation and a Behaviour Management Plan put in place with clear sanctions for any incidents of bullying. In most instances, this will involve the perpetrator immediately being removed from the group and isolated to reflect on the situation and resolve it prior to returning to the group setting once more.

Positive relationships between students and appropriate social interaction are consistently promoted through tutor time as well as the pro-social modelling of staff in the school.

Racism

Whilst racist acts and incidents are clearly recognised as bullying, the LEA requires that they are logged and monitored annually. All incidents of racism are dealt with seriously and are regarded as unacceptable behaviour resulting in isolation of any student involved until the matter is dealt with.

Staff training

Training for staff in the management of behaviour takes several guises but is always high on the agenda. Training occurs through:

- daily debriefing and briefing meetings where staff share good practices
- staff meetings where individual students and strategies are discussed
- individual staff attendance on courses in response to training needs identified through performance management
- INSET Days

All staff recruited to work within Woodpecker Court have been selected for their previous experience of dealing with challenging behaviour and/or the skills they have demonstrated at the recruitment stage which will be developed through further training within the project.

This policy has been developed through staff discussion, research and development and represents good practice for working with our students. It is formally reviewed annually as well as amended on an on-going basis.

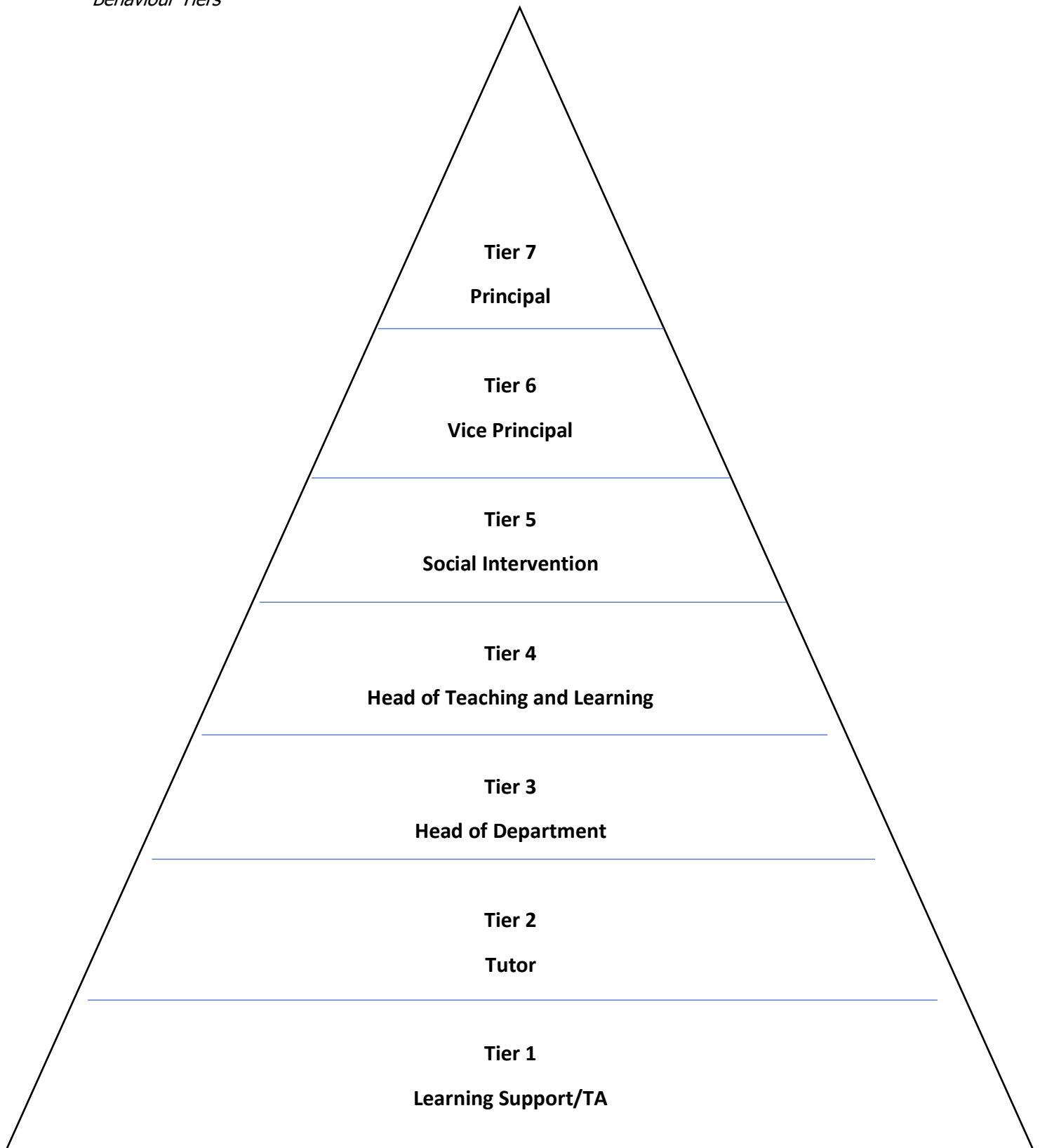
Recording of Behaviour Incidents

It is the responsibility of the member of staff that the behaviour happened to or in the presence of to record using Arbor and/or Edukey as appropriate. They should also record the actions that they took to stop or amend the behaviour. This information is vital.

Woodpecker Court 10 Expectations

- **Maintain good behaviour at all times**
- **Respect all animals and stay calm around them**
- **Respect others**
- **Respect others work and possessions**
- **Respect your surroundings**
- **No phones in activities**
- **Wash your hands after handling the animals**
- **Wash hands before breakfast and lunch**
- **Use tools safely**
- **Be understanding and appreciative of the needs of others**

Appendix 2
Behaviour Tiers



The use of restorative approaches at Woodpecker Court

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 in the project community. The principles and use of Restorative Approaches will be a regular feature in the project's Continuing Professional Development programme, both at the beginning of the provision year and where appropriate at other times.

In addition to this, a team of trained staff will be identified to use the model to resolve more difficult problems in a formal and structured manner. These staff will be trained to apply Restorative Approaches to conferences with the "Wrong-doer and the Harmed", with the aim of creating restoration and reparation between those involved.

The Restorative Questions:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- What do we need to do make sure this doesn't happen again?

The questions are neutral and non-judgemental, they are about the wrong-doer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

How to use the Restorative Questions:

The **Restorative Approach model** can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrong-doer and the harmed including working with whole classes. Examples of restorative approaches in action include:

Restorative Chat – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up; individual member of staff takes initiative and leads process.

Corridor/Impromptu Conference – informal conference that does not include formal preparation, but may include an informal contract and a follow up; individual member of staff takes initiative and leads process.

Circle or Classroom Conference – a more-structured conference that requires a degree of pre-conference preparation and, possibly, a contract, debrief and a follow-up session. Referral for support can be made to the BT for the students concerned.

Formal RJ Conference – Requires formal pre-conference preparation, possibly a home visit, formal referral, a contract and a formal setting, a de-brief after the conference and a follow-up session. This process must be led by a trained conference facilitator.

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 project's sanctions may be negotiated or applied to the wrong-doer.

N.B. Restorative Justice Interventions should be recorded as appropriate on the provision's behaviour tracking system (Arbor) – Safeguarding (Edu key).

Appendix 4

Behaviour Principles Statement

- Every student is taught that they have the right to feel safe, valued and respected and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with both the behaviour and positive handling policy
- The behaviour policy has been shared and is clear to all students, parents and staff
- The exclusions policy explains clearly how they are used at Woodpecker Court
- Students are helped to take responsibility for their actions
- Parents/Carers are involved in discussions about behaviour incidents and are updated as to outcomes and sanctions

