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Mr Andrew Murray – Headteacher

**Behaviour Policy**

**Review Date** **1st September 2024**

**Approved Date:**

**Next Review Date:**  **31st August 2025**

**Statement of Behaviour Principles**

McKee College has a trauma informed behaviour approach that places connection and relationships at the heart of what we do. We aim to understand what a student might be trying to communicate through their behaviour and what their underlying need might be. We separate who a student is from the behaviour they show us.

We have 3 key expectations for everyone in our school

* **To be safe**
* **To feel valued**
* **To be able to learn**

Our philosophy towards understanding behaviour is underpinned by “social learning theory” as prescribed by Albert Bandura that is, “*behaviour is learned from the environment through the process of observational learning*”

We challenge unacceptable behaviour in a supportive, non-confrontational manner because to ignore it is to accept it, and through acceptance we normalise it.

Our trauma informed approach does not mean we have lower expectations around behaviour. Boundaries, structure and limits support the 3 key expectations and the development of environmental safety for everyone.

We recognise our young people have had their own journey and life events, and they might often get it wrong before they learn how to get it right. We hold belief in their capacity to expand their sense of regulation and safety.

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| *The root of the word “discipline” is disciple which means “student” “pupil” and “learner”*  *A disciple is not a recipient of punishment but one who is learning through instruction.*  *Siegel and Payne Bryson, 2018* |

Our trauma informed approach benefits all students and staff for the following reasons:

* Relationships and a young person’s sense of safety and security are placed at the heart of behaviour approaches.
* Our approach encourages nurture, respect and empathy, even when a young person is presenting with behaviours that feel challenging.
* Individual circumstances and context are considered.
* A sense of community and belonging is promoted

**Purpose of this policy**

* To support students to learn how they can process and communicate their thoughts and feelings in ways that are helpful to them and others, both now and as they go into adulthood.
* To support a climate that is safe and conducive to learning and development
* To provide clear guidance on our behaviour approach for everyone in our community.

**Key components of our behaviour policy**

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| **Our 3 expectations**   * To be safe * To feel valued * To be able to learn |
| **Differentiation**  We adjust and differentiate our behaviour policy as appropriate to meet the needs of all students within our school in line with The Equality Act (2010)  We consider the individual and the context in our decision making. Being fair is not about everybody getting the same (equality) and is more about everybody getting what they need (equity)  The behaviour manager in conjunction with the DHT / HT will make decisions around adjustments, where appropriate working with the DSL and SENCO. |
| **A graduated response**  We use a graduated response to behaviour, in which we aim to recognise and respond to the underlying need that the behaviour is communicating. This does not replace putting in boundaries and challenging behaviour that puts our 3 expectations at risk.  We have a holistic response that considers SEND, safeguarding and mental health. |
| **Consistency and Routines**  We know that consistency and routines help many students feel safe and that some students may need differentiation within that structure:    All staff are familiar with and use the behaviour policy.  Staff meet and greet at the start of the school day and at lesson changeover are visible and proactive in supporting students into the right places.  There are routines for recognising positive choices including points, prizes, awards, positive phone calls home and weekly tuck shop. Points can never be taken away from students. We ensure consistency and equitable opportunities for students to experience rewards and success.  Staff record behaviour incidents accurately so that the right response and support can be put in place. |
| **The Role of Staff**  Staff prioritise relationship, connection and a sense of emotional safety. We assume there may be trauma and underlying need when we work with students. Staff separate the student from their behaviour.  Staff are role models. We learn to live within the rules by observing each other interact positively with the rules of our school society  Staff challenge behaviour that is unacceptable in a non-confrontational way so that it isn’t ignored or normalised.  Staff take active steps to avoid a cycle of conflict or escalation. At the Mckee our staff use a calm tone, the language of choice, helping students name and recognise their emotion and validating this, giving take up time etc. This does not replace putting limits on behaviour and upholding our 3 expectations.  Staff use a PACE approach (playful, acceptance, curiosity, empathy) as a way of fostering safety, positive behaviour choices and connection.  Staff are familiar with the needs of students through pupil portraits, individual plans, EP reports etc. and use appropriate strategies to meet those needs e.g. movement breaks.    Staff reward and recognise behaviour that does meet the 3 expectations and look out for students making small step progress. There is an emphasis on focusing on positives. |
| **The Role of Parents and Carers**  We encourage parents and carers to:  Support your child in meeting our 3 expectations  Support us as a school when we are challenging behaviour that is not acceptable. We do this as part of the development for your child and to keep school a safe environment for all of us, emotionally and physically.  Share your views and work together with your child’s keyworker who will be in regular contact.  Let us know if there are specific issues going on or concerns your child has that we may not be aware of. |
| **Pupil movement around school**  At the Mckee we support student behaviour and safety as they move in and out of school and around school by:   * Meeting and greeting students outside on the yard as they arrive first thing * Supporting students to secure their belongings in the cloakroom * Meeting and greeting at the door of the classroom at the start of lessons * Keyworkers supporting students at lesson changeover to get to the right class * Keyworkers supporting students on movement breaks / toilet breaks. * High staffing at break and lunch time with alternative options such as the quiet room. |

**Our 3 expectations**

These are examples of our expectations in action

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| **To be safe**  *To ensure the safety of all of our students we will request all students to place their belongings in a secure locked area at the start of each day, this will include coats and bags.* | We are a no phone and no vapes school. Students must hand in their phones and belongings at the start of the day.  We are a no contact school  We respect people’s physical space  We act in ways that are safe for ourselves and other people – physically and emotionally.  We go to and stay in the right spaces at the right time.  We follow staff instructions |
| **To feel valued** | We consider the impact our actions or words might have on other people. This includes in person and online.  We help people when we can  We are tolerant of people who are different to us  We take good care of the school building and equipment |
| **To be able to learn** | We get in the right classroom or space on time  We use our strategies sensibly eg movement breaks.  We let staff help us  We listen to staff  When we aren’t in an OK space to learn we work with staff and engage with BASE |

**Scope of this policy**

This policy applies to behaviour beyond the school gates and includes all students when in or near school, travelling to and from school and on Educational Visits. We will respond to behaviour as a school issue when the student is:

• Taking part in any school-organised or school-related activity or

• Travelling to or from school or

• Wearing the school uniform or

• In some other way identifiable as a student at the school.

We will apply boundaries and sanctions as a school whether or not the conditions above apply, that:

• Could have repercussions for the safe and orderly running of the school or

• poses a threat to another student or member of the public or bring the school into disrepute

**Our Graduated Response to Supporting Behaviour**

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| **Wave One: Our Universal Offer** | Small groups  Keyworker support and home liaison  Class level and whole school strategies as outlines in the main body of this policy |
| **Wave Two: School based additional support** | School based targeted interventions  BASE support  Bespoke timetables for engagement  Care Plan and Risk Assessments  BASE + targeted support |
| **Wave Three: External & High Support** | Educational Psychologist  Early help  Multi Agency Meetings  High Support Sessions  Specialist Support from External Professionals |

Having this graduated response allows us to put in the right level of support to identify and meet need. Our SEND, safeguarding and behaviour manager leads regularly discuss how to best support students.

**MONITORING AND RECORDING OF BEHAVIOUR**

McKee College use Behaviour Watch to record all types of behaviour. Behaviour Watch is an advanced web-based system which allows schools to centralise their own recording systems and log incidents online, eliminating the need for paper-based reports. When incidents are logged automatic emails will alert relevant staff and intelligent analysis enables quick identification of areas of concern.

Behaviour Watch enables McKee College to maintain effective communication with parents, schools and external agencies, informing about student progress, behaviour and achievement. Behaviour Watch allows our school to record a detailed chronology of rewards, incident slips and contact information that can be stored in a chronology of a student which will allow for effective assessment of a student’s progress and achievement. It also allows us to provide all relevant materials for a student’s successful reintegration to a mainstream school or alternative provider.

Where an incident involves peer on peer abuse this is recoded on CPOMS as part of our safeguarding response.

When a student’s behaviours are harmful to our 3 expectations staff use amber slips on Behaviour Watch as a way of recording this. Before adding an amber slip to the system, the behaviour and the options open to a student to remedy it need to be discussed. We want students to be given choice and empowerment to put the behaviour right. Amber slips record the context, the antecedent, the behaviour and response to being supported or redirected to a better choice.

Where a serious incident has occurred requiring immediate assistance, this will be managed by the behaviour manager, DHT / HT with a focus on safety.

**BASE (Behavioural and Supportive Environment)**:

Where the behaviour manager can see that a student’s behaviour indicate they require this support they will use BASE to help a student reset. This may be for one off incidents or a cumulation of amber slips in a day.

BASE is an environment where students can work though their behaviours and they can be addressed through a restorative manner. Students are normally sent to BASE for one lesson, where the aim is in line with our trauma informed view of discipline – this is not about receiving punishment and is about teaching and development.

BASE allows for a cooling off period, allowing the child to reset and prepare themselves to normalise their behaviour, reconsider their choices and to function within the school in line with our 3 expectations.

Examples of behaviour where BASE may be used

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| **Expectation** | **Infringement** |
| We are safe | Damaging school property  Putting the safety of self and/ or others at risk |
| We are kind | Significant damaging language towards a member of staff  Significant damaging language towards a student  Physical harm towards others |
| We can learn | Significant disruption to teaching and learning taking place  Persistently not accessing the classroom |

Within BASE the following are examples of activities that might take place:

* Completing work away from the classroom
* Nervous system regulation
* Reflective and coaching conversations
* Keyworker conversations
* Repair activities

Where a student is unable to work with us or engage with help from adults, we will contact home and work with parents / carers to support their child with the aim of keeping them in school.

Some students may need a longer period in BASE to reset and be classroom ready. This will be reviewed by the behaviour manager.

**BASE +**

Where students are frequently going into BASE or receiving other sanctions for the same kind of behaviours that have an impact across whole school we have the supportive option of directing them for a time limited period to a BASE + timetable.

The BASE + sessions operate outside of the usual school day allowing students chance to work in even smaller staff to student ratios, receive core subject support and re-check if there is unidentified need, and to benefit from coaching to support positive change.

When a student is working on a BASE + timetable the aim is always to get them ready to return to the usual full timetable as soon as possible.

**Suspension and permanent exclusion**

All our students have the right to an education where they can learn in a safe, supportive and structured environment. Part of being trauma informed is maintaining this environment so that learning, self-development and growth can take place.

**Suspension**

The decision to use suspension is a serious consequence for unacceptable behaviour and is not taken lightly. Where possible we avoid using suspension, however there are occasions where it might be deemed necessary or where other options have been exhausted. The guidelines governing suspension are taken from the Department for Education and parents and carers will be informed in writing of the length and the reason this decision was taken.

Below are examples of when suspension might be deemed appropriate, this is not an exhaustive list

* Serious assault / premeditated fight
* Possession of banned or illegal substances
* Wilful vandalism or damage to school property
* Persistent disruption to the running of school with refusal to use BASE support
* Homophobic, racist, sexual or other discriminatory abuse

**Permanent Exclusion**

A decision to exclude a student permanently is taken by the head teacher following the updated statutory guidance from the Department for Education around school suspensions and permanent exclusions.

**Sexual Violence and Sexual Harassment Between Students**

Harmful Sexual Behaviour and Child on Child Abuse

McKee School has appropriate schoolwide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable, and ensuring staff know the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”. Staff know to refer to the safeguarding and child protection policy, statutory guidance within Keeping Children Safe in Education and to seek advice from a Designated Safeguarding Lead as soon as possible.

● Staff have appropriate knowledge of part 5 of the ‘Keeping Children Safe in

Education’ statutory guidance and the school safeguarding and child protection policy

● All students are supported to report concerns about harmful sexual behaviour freely and staff understand that this could be to any member of staff within school that the student trusts.

● All (such) concerns are taken seriously and dealt with swiftly and appropriately

● Comprehensive records of all allegations are kept in line with safeguarding procedures

● The school works to prevent sexual harassment, online sexual abuse and sexual violence operates through a culture- led, whole- school approach that includes an effective behaviour policy, key adult support and a carefully planned relationships, sex and health education curriculum

* Staff will remain alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children)
* Staff are aware of the very high local incidence of multiple combinations of such potentially adverse childhood experiences and the needs this could present.
* Staff will also seek to understand and minimise any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.
* School staff will assume that sexual harassment, online sexual abuse and sexual violence could be happening here even when there are no specific reports,and deliver a whole school approach to address them.

● All school staff have a responsibility to understand how to handle reports of sexual violence and harassment between children, both in and outside school premises (in line with Keeping Children Safe in Education Part 5 guidance)

● Be confident about what to do if a child reports that they have been sexually abused by another child

● Ensure that children are taught about safeguarding risks, including online risks

● Support students to understand what constitutes a healthy relationship (online and offline)

**Managing allegations of child-on-child abuse**

* Our safeguarding principles of acting in the best interest of children remains. Immediate consideration will be given to how to support and protect all students involved. This includes the victim, alleged perpetrator and any other students who may have been impacted.
* Allegations will be managed on a case-by-case basis with the Designated Safeguarding Lead advising and leading on the safeguarding.
* There will be 4 possible responses depending on the case. All are still underpinned by the message of zero tolerance to sexual violence and harassment

1. Managed internally through the behaviour policy and with pastoral support.
2. A referral to Early Help for additional support
3. A referral to the local authority Children’s Social Care
4. Reporting to the police.

* As a school we will follow the guidance and processes in Keeping Children Safe in Education including completing risk assessments, keeping records and informing families.

**Searching, screening and confiscation**

As a school we follow the Department for Education guidance on searching, screening and confiscation. That guidance is clear that using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

We will treat students with care and dignity by giving them the reasons for the search and offering the chance to ask questions and conducting the search away from other students. In the first instance we seek to inform the student and gain their co-operation and consent with the process. We will consider any search as a safeguarding as well as behaviour issue.

Some key notes from that guidance that inform the policy are:

Where a student is not complying the headteacher and other authorised staff do have a statutory power to search and screen without consent where there is reasonable grounds to suspect a student may have a banned or prohibited item:

* Knives and weapons
* Controlled or illegal drugs
* Alcohol
* Vapes, e –cigarettes, and associated items
* Stolen items
* Tobacco, cigarettes or cigarette papers
* Fireworks
* Pornographic or inappropriate images / material including on a phone
* Any article that staff have reasonable grounds to suspect has been or is likely to have been used in an offence, to cause injury or to cause damage to property.
* Mobile phones should be handed in and not kept on a student’s person.

**How the search will take place**

* The staff member conducting the search must be authorised by the head teacher to conduct searches and be of the same sex as the student being searched
* There must be another staff member present
* There are limited exceptions to this rule including if the member of staff reasonably believes somebody will be seriously harmed if the search is not carried out as a matter of urgency
* The person conducting the search will not request the removal of clothing other than outer clothing
* The member of staff may search outer clothing, pockets, possessions.
* A metal detector wand may be used as part of the search

**Recording and communicating the search**

* When a search for a prohibited item has taken place that search will be recorded on CPOMS as part of our safeguarding procedure, including whether an item was found.
* Parents will be informed of a search for banned and prohibited items, including the outcome and any further action as soon as is practicable

**Confiscation**

* Authorisedstaff members can confiscate any banned or prohibited item or one they have reasonable grounds for suspecting poses a risk to staff or students or is evidence in relation to an offence.
* The member of staff will follow all guidance and their best judgement to decide if the item should be handed to the police, retained, returned, or disposed of
* Any confiscated items of prohibited items including vapes, tobacco, alcohol will not be returned to students even upon parental request.

Complaints about any searching, screening or confiscation should be dealt with through the usual school complaints procedure.

**Use of reasonable force**

* We follow the Department of Education’s guidance on the Use of Reasonable Force.
* All members of staff have a legal power to use reasonable force
* Staff will only use reasonable force when;
  + The student is placing themselves at risk
  + They pose a risk to other people.
  + They pose a risk to school property.
* Any use of force must be reasonable and proportionate.
* Any time physical contact is made the incident will be recorded in full on CPOMS detailing every aspect of the incident and the contact used.