



Red Balloon Norwich Behaviour Support Policy

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Policy Owner: Mark Anderson

Introduction

One of the most important aspects of the work we do at Red Balloon Norwich is that all of our learners feel valued, safe and secure and there is a positive relationship and sense of connection with the member of staff. For most learners this can be achieved by simple acknowledgement of the learner and the learner having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and learners is vital. Staff must be fair and consistent with young people (taking into account individual needs) and young people need to understand that the staff member is in control at all times, enabling young people to feel safe. Equally staff must be approachable and there to help and the learner must understand this. If a member of staff is having difficulties with an individual or group of learners, they are expected to seek support either verbally or by using the Microsoft Teams chat in order to make a positive change or if another member of staff deems that their colleague needs help, they are expected to go to their aid; this is to be accepted by their colleague.

This policy should be read in conjunction with:

- Child protection and Whole School Safeguarding Policy
- Anti-Bullying Policy
- Positive Handling Policy
- Exclusion Policy
- Online Safety Policy

This policy has been written with guidance from

- Searching, Screening and Confiscation Advice for Schools July 2022 (Department for Education)
- Use of Reasonable Force – Advice for Headteachers and School Staff 2022

- Behaviour and Discipline in Schools Guidance Schools Advice for Headteachers and School Staff September 2022 (Department for Education)
- Keeping children safe in education 2023
- The Education Act 1996 and Education Act 2011
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010

Aims

This policy is developed in accordance with Behaviour in Schools Advice for Senior Leaders and School Staff September 2022:

- To enable the staff to create a safe environment at school.
- To promote appropriate behaviour and respect for others throughout the school.
- To provide guidance for staff when encouraging positive behaviour at school.

The procedures and guidance in this document provide a consistent approach across Red Balloon Norwich and enables learners, parents/carers and staff to understand our approaches to the management of behaviour at school. It is also recognised that for some young people, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; approaches can be discussed with school.

General Expectations

It is important to have high expectations for young people, while recognising some young people have specific needs.

The following expectations cover all times of the school day and where young people are representing the school out of hours or off site:

- Show respect and consideration to each other and to others, regardless of differences.
- Behave sensibly around the school e.g. move around in a controlled manner, use appropriate language, tone and volume when speaking.
- Look after and respect your own and others' property.
- Work hard and follow instructions.

Staff should ensure consistent routines. These expectations are reinforced through circle time, group discussion and interaction with young people. It is everyone's responsibility to help young people where these expectations are not met but equally to comment positively when they are.

Good routines should be in place for:

- Start and end of day
- Transition times
- Change to the timetable
- Moving to outdoor activities – PE/Wellbeing Walks
- Offsite trips and Vocational Learning
- Break and Lunchtimes

How do we teach & promote positive management of behaviour?

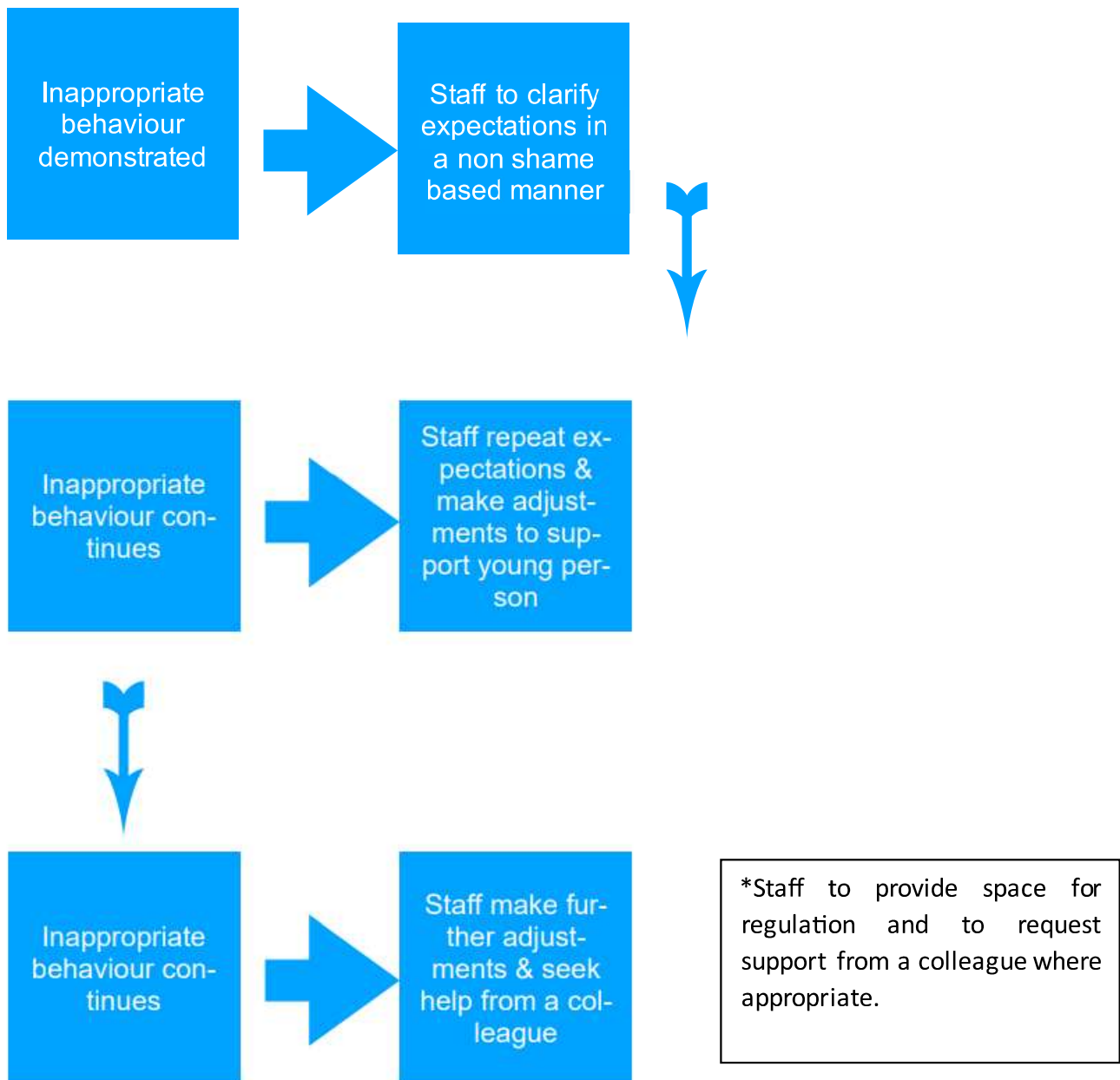
Circle time/group discussion: We discuss, in our class groups, any issues that may have occurred, how individuals may have approached situations differently and help young people to repair with their peers and staff.

One to one discussion: We describe the expected behaviour and help students find ways to behave positively.

Specific sessions: We use classroom time to cover topics relevant to behaviour, including anti-bullying week, caring for others, who to go to if you need help, tolerance and respect.

Modelling behaviour around school: Staff model respectful and positive behaviour and communication.

What we do if a young person shows inappropriate behaviour



Remember – the strongest approach to support a young person is through the relationship with the adult. At all points try to ensure you keep a strong connection with the young person having difficulties. Use PACE to ensure the young person knows you are still there for them and recognise how difficult it must be to cope with the emotions they are experiencing.

At the end of the session (or during if appropriate) the member of staff should talk with the young person about the difficulties in the session and agree what support is needed for subsequent sessions.

Screening, Searching and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. 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. School staff are part of the safeguarding system for children and we all have a responsibility to make sure there is a safe environment at school within which children can learn.

The Head of Centre and the staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in the Education Act 1996 Section 550ZA as amended by the Education Act 2011 Section 2 or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations
- tobacco and cigarette papers;
- fireworks
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

All search procedures (and grounds for searching) are detailed in **Searching, Screening and Confiscation Advice for Schools** July 2022 (Department for Education) and will be read and adhered to prior to any search being carried out.

The full circumstances of any and all searches must be recorded on My Concern and parents/carers must be informed.

When exercising these powers, we must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

The Head of Centre will ensure that searches are used in a safe and proportionate way.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or engagement with external agencies.

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's Whole School Child Protection and Safeguarding Policy and speak to the Designated Safeguarding Lead or deputy Designated Safeguarding Lead's.

An authorised staff member carrying out a search can confiscate any item found that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made or
- is evidence in relation to an offence.

In addition to items confiscated during a search, school staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Staff must refer to the guidelines regarding actions taken in respect of items that have been confiscated.

If an electronic device is confiscated staff may examine the data on it, after considering the safeguarding implications of doing so, if they have good reason to do so. In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence. Further guidance on what to do is in the **Searching, Screening and Confiscation Advice for Schools** July 2022 document.

Online Monitoring

Red Balloon Norwich use Classroom Cloud to monitor online behaviour as part of our monitoring and filtering process and in line with the guidance set out in Keeping Children Safe in Education 2023. Online behaviour data will be downloaded from Classroom Cloud to monitor and review patterns and whole school activity. My Concern must be used for any safeguarding related concerns. The process for managing behaviour within this policy will be utilised when considering online behaviour. Please refer to the online safety policy for further information.

Tracking

In order to track behaviour and ensure appropriate support and action takes place, staff should utilise My Concern. The Behaviour log on Bromcom should be completed in a timely manner and include all students and staff present, details about the run up to the event and factors impacting on the child as well as an outline of the event itself and any strategies implemented by staff.

Pupil's progress will be regularly monitored by staff and discussed at end of day meetings and analysed at SLT meetings.

Enabling a young person to repair following an incident

Young people should have the opportunity to reflect on their actions and the impact that has had on others, they should be helped to repair the situation, if they need help. We do not force young people to say sorry! Below are examples of incidents that may occur and the type of appropriate response:

| Incident | Type of response |
|---|---|
| Incident against another person | Show the person affected by the action that they are sorry. This could be verbal, written, picture or action. |
| Incident | Type of response |
| Incident relating to theft, damage of property | Where possible a natural reparation should be used, e.g. clean graffiti off the door, clean up the mess. Where it isn't possible for the young person to repair, the young person should give time to a site task, so the site person then has time to fix the problem. In extreme situations, a bill to repair the damage could be sent out to a parent/carer. |
| A particular activity has been causing a problem, e.g. the table football | Work with staff needed to ensure participation is successful. e.g. reduced time, increased supervision, activity no longer occurs. |

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| Lesson disruption | The work missed is completed at another appropriate time. (This must not occur when a regulatory activity is scheduled). |
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Continued concerns with behaviour

Bromcom profiles are regularly monitored. If, despite additional support and intervention, behaviour is still a concern parents/carers will be contacted and a plan will be agreed to support the pupil.

If no improvement is made during the time frame agreed on then a formal meeting will be held between staff, young person and parent/carer. A written plan with clear targets will be created and monitored on a weekly basis.

Regular contact with parents/carers will be made to update on progress/further issues. The young person will meet regularly with their key adult to discuss the plan and agree actions.

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|-------------------------|--|--|
| 1. Ongoing issue. | 2. Staff discuss issue with the young person together with their parent/carer. | 3. 4 week monitoring period. |
| 4. Update parent/carer. | 5. Issue still ongoing. Face to face meeting with staff, young person and parent/carer. | 6. Strategies agreed. |
| 7. Weekly monitoring. | 8. Not enough improvement. Plan written. Increased level of support with parent/carer involvement. | 9. Still no improvement. Consideration as to whether the school can meet need. |

