



Policy:	Behaviour Policy
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Signed:	<i>Ian Roe</i>
Position:	Chair of Governors

# DLC Behaviour Policy

## Rationale

DLC operates a positive behaviour policy. We take a relational approach to behaviour management, putting the pupils needs at the forefront of all decisions.

We recognise that the wellbeing and behaviour of our students are inextricably linked. We believe that school should be a mentally healthy place for all students. At DLC, student and staff wellbeing is at the heart of our school. When both staff and students feel safe in their relationships and environment, they are more likely to achieve their potential and challenge themselves further.

We recognise that behaviour is a form of communication. We take seriously our responsibility for listening to the needs that a student may be expressing through their behaviour. We do this whilst also setting clear boundaries and expectations. We also recognise the link between understanding the individual needs of our students and how this contributes to their ability to self-regulate. We use this knowledge to work proactively and to manage behaviour in a positive manner so students can be ready to engage with their learning.

We believe that all behaviour is a student's way of telling us that a particular need is not being met; by building strong relationships with the students, it becomes easier for them to vocalise when something is not right.

This philosophy links clearly with our School Development Plan focus:

Creating a learning environment which has, at its centre, the principles of relational practice: The key performance indicators for this are:

- Fostering a feeling of belonging in students by developing a school wide culture of kindness and empathy
- Ensuring that our principles permeate all levels of our provision so that students, families, staff and visitors feel welcomed and supported
- Staff mental health and wellbeing
- Student mental health and wellbeing
- Relational practice staff training

Maintaining a calm and orderly school environment in which all pupils, students and adults can be safe, happy and productive is of paramount importance to everyone at Dorchester Learning Centre. As a school we believe that all students should take responsibility for their actions but due to circumstance there may be undesirable behaviours seen by staff. All adults at the school have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example will have an important influence on the students.

- encourage relationships (they remain the most important management tool in the school) based on care, respect and understanding of the needs of others.
- ensure fair treatment for all regardless of age, gender, race, ability and disability.
- show appreciation of the efforts and contributions of all.

- display the highest standards of conduct, including the modelling of punctuality, de-escalation and fair and equitable boundaries.
- incorporate empathy, unconditional positive regard and genuineness into our daily routine in supporting with positive behaviour.

Behaviour management at Dorchester Learning Centre is concerned with positive behaviour management strategies that seek to balance the desire for high expectations and clear boundaries with the need to tailor strategies to the individual and complex needs of young people. A high priority is given to working alongside parents and carers as partners in this work. We expect all members of the community to recognise our principles of being kind, working hard and learning from our mistakes.

At DLC all students are working towards three key behavioural priorities that underpin our approach:

1. Allow lessons to take place without disruption
2. Use appropriate language and actions with staff and students
3. Follow instructions from members of staff

Staff are to refer to these 3 priorities when dealing with challenging behaviour.

### **Monitoring and evaluation**

At DLC we aim to be positive and proactive in our practice, all incidents of challenging behaviour should be recorded on SIMS, so that the centre can evaluate the success of behaviour management strategies. This data will be reviewed on a daily basis and reports to weekly/termly to SLT and governing body. All serious incidents are reflected upon using the school proforma and amendments are made to teaching practice.

Parents are informed of progress made with the reduction of their child's challenging behaviour during regular reviews.

SIMS data will be collected and most behaviour descriptions will fall under the heading of one of our three school priorities. SIMS is coded to reflect this as follows:

Behaviours that cause disruption to others are coded with DIS  
 Inappropriate language and actions are coded with INA  
 Failure to follow instructions behaviours will be coded with INS

These codes will be reported on at SLT, Staff Meetings, Governors and used in Parental/Carer meetings.

In addition, we will report on:

ISR – Incidents of a Serious Nature  
 BUL – Bullying incidents  
 RAC – Racist incidents

### **Aims**

We aim to reduce the barriers to learning by:

- Identifying and reducing the incidence of events likely to “trigger” aggressive and/or violent behaviour

- Limiting the frequency and duration of challenging behaviours through behaviour management strategies
- Identifying and redirecting obsessive behaviours
- Directing pupils to focus their attention on learning activities

### **Staff Commitment**

Staff are expected to work within the positive behaviour framework to reduce instances of refusal of lessons and build relationships with students.

Staff are trained and supported to understand the causes of challenging behaviour and find ways to support individual pupils to regulate.

Staff adopt the ethos of Trauma Informed Schools using PRRR: Prevent (to enable pupils to feel psychologically and physically safe in school), Relate (positive, secure attachment in the school day to meet emotional needs, avoiding disruptive, dysregulated behaviours), Regulate (help by co-regulation to develop stress regulatory systems in pupils brains) and Reflect (develop emotional and mental state awareness).

Strategies include:

1. Making sure the classroom a positive learning environment. Positive behaviour and Curriculum displays create an inviting classroom feel
2. Students are met and greeted upon arrival by the classroom teacher and support staff. Positive body language and actions on display
3. A challenging curriculum is in place, pitched at the right level to engage students. Materials are differentiated appropriately
4. Staff deal with challenging behaviour in a calm, assured manner
5. Challenging behaviour is discussed in private using the school rules language i.e. reminding students when they are being “disruptive”, “inappropriate” and “Not following instructions”
6. Challenging behaviour is followed up. Staff should be pro active in dealing with persistent behaviours. Further information can be found on SIMS, Provision Map, Key Stage Meetings (Tuesdays at 3:00), Conversations with Parent/Carers, The Safeguarding Team and SLT

### **Rewards and Consequences**

Rewards and consequences are used to help pupils to make connections between their behaviours and the consequences in order to promote positive behaviour.

Staff are committed to reinforcing positive behaviour by daily use of praise, rewards and positive behaviour management strategies.

Classroom strategies will be part of lesson planning and may include separate seating plans, use of structured one to one teaching, multi-sensory approaches and pupil centred rewards.

### **DLC operates a Star Card system**

Staff will reward positive behaviour by filling in a star card and giving it directly to the student.

The Star Card approach puts the reward directly in the hands of the students and is written personally by the member of staff, which feeds into the relational approach.

Star Cards can be given by any member of staff who spots and wants to reward positive behaviour. Visitors will be offered Star Cards so that they can reward any positive behaviour they see when on site

### **Contact with parents.**

Consequences are used in a carefully managed way and may include:

- Periods of regulation and reflection with a trusted staff member
- Reporting incidents on SIMS.
- Discussion with students.
- Intervention by senior members of staff if necessary.
- Use of restorative approaches
- Contact with parents.
- Fixed term exclusions.
- Internal isolation.
- Removal of break and lunch time.

The pupil is made aware of why the consequence is being imposed and what changes in behaviour are needed to avoid future sanctions, as appropriate.

### **Behaviour by all**

#### **Behaviour Expectations**

DLC have high expectations of behaviour but understand that contextual circumstances can affect an individual. Students always have the opportunity to regulate their behaviours with the support of an emotionally available adult before a consequence is implemented. It is important that students see what the reward for positive behaviour is and how staff at DLC will support them to ensure positive behaviour.

It would be expected that teaching staff would deal with the following behaviours:

- Disruptive Behaviour
- Swearing (not directed at staff)
- Lack of work/effort
- Refusal to attend lessons
- Defiance

An SLT/Behaviour support worker call would be appropriate for the following incidents:

- Threatening/Aggressive Behaviour
- Incidents of a physical nature (I.e. fighting, assault)
- Truancy
- Smoking

#### **Reducing aggressive and violent behaviour**

The incidence and severity of aggressive and violent behaviour directed towards self, staff or other pupils will be reduced by:

- Protection of pupils to enable them to feel psychologically and physically safe
- Building secure relationships with pupils to enable them to feel a secure attachment
- Co-regulation between staff and pupils

- Providing high staff to pupil ratios.
- Training staff to use behaviour management strategies (including de-escalation techniques)
- Having consistent routines, to help avoid pupils' anxieties about what happens next.
- Using augmented communication, so that pupils understand what is expected of them and so that they can express their needs.
- Providing daily opportunities for physical exercise to increase fitness and reduce stress through regular breaks.
- Analysing pupils' individual behaviour to identify possible causes or triggers.
- Identifying and applying additional specific measures that reduce the behaviour of individuals and using these to formulate individual behaviour plans.
- Ensuring new and temporary staff are briefed about behaviour issues and strategies before working with any pupil.

### **Responding to aggressive and violent behaviour.**

Responses should focus immediately on making sure that everyone involved is safe, then at a later time should be concerned with problem solving and planning to support the individual to find their individual coping strategies and make any relevant changes to school practice.

### **Suspensions**

A suspension is always considered a last resort and will always be used as a time of reflection and gives the ability to formulate a positive on-going plan which better suits the needs of that individual. Please refer to the exclusions policy for further information including permanent exclusion.

### **Bullying and child in child abuse**

As a school our Anti-Bullying Policy has been produced in the belief that all our students have the right to enjoy their education and flourish in an environment which recognises them as individuals and ensures they are protected from all forms of personal abuse. The term bullying refers to a range of harmful behaviour, both physical and psychological. There are many definitions of what constitutes bullying but we believe that all bullying behaviour usually has the following four features:

1. It is repetitive and persistent - though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating. This is particularly the case with racist bullying.
2. It is intentionally harmful - though occasionally the distress it causes is not consciously intended by all those responsible.
3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
4. It causes feelings of distress, fear, loneliness and a lack of confidence in those who are the victims.

Child on child abuse is a focus for DLC. Staff have been trained to spot signs of child on child abuse. Tutor time and PSHE will be used to raise the profile of child on child abuse among the students, describing what it is and the effects of it on students.

Please see anti-bullying policy for further information.

## **Positive handling**

Positive handling can only be carried out by senior trained staff. It must only be used when the pupil is:

- self-injuring or placing him or herself at risk
- injuring others or placing them at risk
- causing significant damage to property, including that belonging to the pupil
- committing a criminal offence (even if the pupil is below the age of criminal responsibility).

## **Health & Safety**

The actions described in the school's health and safety policy must be followed in the event of any injury resulting from a pupil's challenging behaviour.

All injuries to staff or pupils resulting from the pupils' challenging behaviour must be recorded and reported to the head teacher, as described in the school's health and safety policy.

All incidents that involve extremely challenging behaviour, verbal abuse or aggression, physical violence, positive handling, the use of a quiet room or the safety of the pupil and/or others being at risk, should be recorded.

Incidents should be recorded by a member of staff who was involved in the incident and witnessed the events first-hand, within 24 hours of the incident taking place. Each incident must indicate clearly the names of all persons involved, place, times and witnesses. The record should be recorded on SIMS.

## **Training**

All staff are trained in Therapeutic Thinking (Dorset STEPs), a therapeutic behaviour management style. Staff training needs are identified through the performance management programme and development opportunities are provided accordingly.

## **Home-School Partnership**

Parents and carers are consulted about the strategies used in school to manage the child's behaviour. School staff, parents and carers collaborate in the use of simple sanctions, where this is thought to be desirable. School staff offer suggestions to parents and carers about management of their child's behaviour at home.

## **Review**

The Behaviour Policy is subject to regular review by the Headteacher, and reviewed every year.

Changes, updates and modifications will be carried out as required, and shared and monitored by the Governing Body.

**Please read this policy in conjunction with:**

**DLC Child Protection Policy**  
**DLC Relational Policy**