



**Northern House
Academy**

Behaviour Policy

Written March 2021

Date of review September 2022

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Signed:
Head Teacher _____

Chair of RIB _____

Behaviour Policy

Northern House Academy is a county Special Academy for children and young people up to the age of 11 with Social, Emotional and Mental Health needs. Our students have a range of additional needs including moderate Cognition and Learning Difficulties, Autistic Spectrum Disorder and Attention Deficit Hyperactivity Disorder. Working with this diverse community of learners requires a flexible approach which supports positive behaviour, recognises the needs of each individual student and provides clear and consistent expectations. All our students have Education, Health and Care Plan.

Northern House Academy approaches behaviour management in a positive manner, establishing mutual respect and placing an emphasis on students taking responsibility for their behaviour and working restoratively to put things right. The rules by which the school operates are designed to ensure a safe and secure environment, respect for people and property, the efficient and smooth running of the school and high standards of behaviour and attendance.

Our aim is to create an environment in which students may work purposefully and where relationships between staff and students, between our staff community and between the students themselves are based on mutual respect and tolerance.

The vision is that all students:

- irrespective of their special needs and diversity, are of equal value, and will be encouraged to develop to their full potential. All pupils are unique and will be respected for the contribution that they make to the academy, and in their future lives in their chosen communities
- will be provided with an educational provision in which the highest levels of teaching and learning are consistently delivered, and pupils are empowered to learn in a positive and creative environment
- will be taught by staff who strive to understand pupils' needs, who are well qualified, and have respect for their special needs and diversity
- will be taught in an exciting, safe and stimulating learning environment with teaching and learning based on a foundation of sound pedagogical practice, supplemented by a willingness to adopt responsive and flexible approaches and the most recent evidence-based research
- will be educated in a community which demonstrates a positive ethos and a culture of mutual respect
- will be supported by a specialist environment designed specifically to meet their Special Educational Needs and Disabilities (SEND)

At Northern House Academy we will be aspirational for all our learners and expect all learners to:

- a) achieve their best
- b) become confident individuals living fulfilling lives

- c) make a successful transition into their secondary placement and then into adulthood

We will be aspirational for all our families and expect them to:

a) Work in partnership with the academy to make informed choices for their children by:

- sharing important family information
- encouraging students to attend school regularly (at least 95% attendance)
- actively engaging with the school's timetable of events and communicating regularly and effectively with the staff team to ensure that the academy can respond appropriately to support the whole family
- talking to academy staff about the challenges they face and action the support they need from the school or other agencies

b) Support the academy staff in setting aspirational targets for their children in the following areas:

- friendships, relationships, community, safety and transport e.g. 'I want my child to be able to go to the shops on their own and demonstrate good road safety skills'
- education and learning for life e.g. 'I want my child to use their iPhone to tell the time and to follow directions to the bus stop, so that they catch the bus on time'
- good health e.g. 'I want my child to understand how to develop successful strategies for coping with sensory overload'
- social communication and interaction, speech and language, occupational therapy, physiotherapy and creative arts psychotherapy e.g. 'I want my child to understand when it is socially acceptable to contribute to a conversation'

Discipline within the school is based on making expectations clear to students, being fair and consistent, listening to each other and addressing any issues as they arise. All staff have a contribution to make in this area. **Matters of attitude and behaviour are not somebody else's concern; they are everybody's business.**

All students are expected to behave in a way, which is respectful of other people and the school environment. Care, courtesy and consideration are underpinning elements of the school ethos. There are a brief set of rules which are made known to students when they come to the school and to which they should comply. A consistent approach to establishing these rules should be adopted by all staff.

Our main aims are to create:

- a safe and caring environment
- an effective teaching and learning environment
- a commitment by everyone to taking the time to listen to one another
- a reduction in bullying and other interpersonal conflicts
- an awareness of the importance of connectedness to young people.
- the need to belong and feel valued by peers and significant adults

- an emphasis on responses to inappropriate behaviour that seek to reconnect, and not further disconnect, young people
- reductions in fixed term and permanent exclusions
- a confidence in the staff team to understand and address challenging situations
- a belief in the ability of young people to take responsibility for their choices, and more people giving them opportunities to do so
- rewards for all students for their positive contributions to the school
- encouragement of good behaviour and self-respect in our students
- promotion of self-discipline and self-regulation among pupils whereby they are given opportunities to take responsibility for their own behaviour

Our behaviour policy and Anti-bullying policy ensures consistency across our school. Behaviour is carefully monitored and we will contact parents at an early stage if we feel a student's actions are outside the normal range of expected behaviours, or are a cause for concern. Working collaboratively with families is of utmost importance

The school has an Equalities Policy, we will always challenge and record discriminatory attitudes, behaviour and language and we will actively promote acceptance of diversity. We strive at all times to be an inclusive school.

We believe that:

- students who feel that they are undervalued and unable to achieve are more likely to express their feelings through inappropriate behaviour
- students who are given opportunities to succeed and have their achievements recognised and rewarded through praise tend to behave appropriately
- when students are treated inconsistently, they become confused and are often unable to distinguish between appropriate and inappropriate behaviour
- students who are treated in a consistently positive way are more likely to behave in a positive manner
- if the ethos of the school is positive and there is a culture of mutual respect, this will lead to students behaving appropriately and achieving higher standards of learning

Restorative approaches

From September 2020 Northern House Academy will introduce Restorative Practices across the school. The five key themes underpinning this work are:

1. everyone has a unique and individual perspective
2. thoughts influence feelings and feelings influence our behaviour
3. our behaviour can have a negative impact on others and cause harm; this harm needs to be repaired
4. in the event of harm everyone involved will have needs which must be met to move on
5. those involved in conflict are the best placed to take responsibility and ownership for problem solving

All staff will be expected to positively promote the restorative approaches based on the above restorative principles; these encourage an environment, which promotes mutual respect, the development of good relationships and the need to take responsibility for one's own behaviour. We do not believe in issuing set sanctions in response to incidents that arise in school but believe in working together in a restorative way to identify agreed outcomes. These are decided by following the processes set out below:

Restorative Approaches are inspired by the philosophy and practices of Restorative Justice, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Key values create an ethos of respect, inclusion, accountability and taking responsibility, commitment to relationships, impartiality, being non-judgmental, collaboration, empowerment and emotional articulation.

Key skills include active learning, facilitating dialogue and problem-solving, listening to and expressing emotion and empowering others to take ownership of problems.

Restorative processes and practices include interventions when harm has happened, such as:

- restorative enquiry
- mediation
- community conferencing

Restorative enquiry

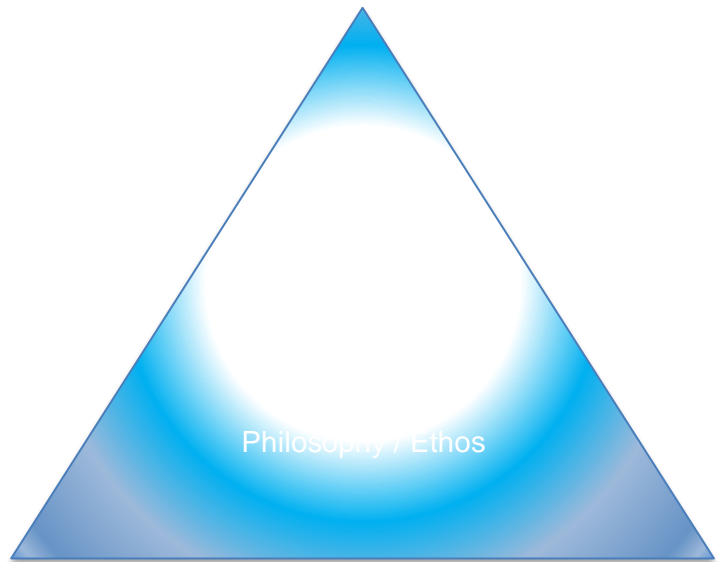
This is the starting point for all restorative processes involving active non-judgmental listening. The process can be used with one person to help them reflect on a situation and find ways forward for themselves. It is also useful before and during face-to-face meetings.

Restorative discussion

This is used in a challenging situation, often between a more and less powerful person. Skills include expressing and listening for feelings and needs, and understanding why each person has acted the way they have.

Mediation

This is useful when both X and Y believe the other person is the cause of the problem. The mediator remains impartial, and helps both sides to consider the problem as a shared one that needs a joint solution.



Victim/Wrongdoer mediation

This is useful when someone acknowledges they have caused harm to another person and both sides agree to see how the matter can be put right, with the help of an impartial mediator.

Restorative conference

This involves those who have acknowledged causing harm meeting with those they have harmed; seeking to understand each other's perspective and coming to a mutual agreement which will repair the harm as much as possible. Often all sides bring supporters, who have usually been affected, and have something to say from a personal perspective.

Social and Emotional Learning

There are also processes and practices that we use to help to prevent harm and conflict occurring and which build a sense of belonging, safety and social responsibility. We aim to deliver a whole school approach to Social and Emotional Learning which evidence shows has an average impact of four months additional progress on attainment.¹ The following Social and Emotional Learning strategies will be embedded in the class and across the school community:

- 'Check in' at the start and finish of each day and following transition times
- Peer mentoring
- Use of emotion charts
- Social Stories and roleplay
- Class based roles and responsibilities e.g. Class student councillor
- Talking pairs and group work
- Breakaway spaces and the use of calm spaces and rooms
- Restorative approaches to conflict management
- Personal goal setting and self-evaluation
- Team working – community building
- Modelling a 'Culture of Kindness'
- Modelling positive phrases, fostering emotional resilience/strategies to overcome failure

The following interventions will supplement the curriculum model:

Intervention	Delivered by	Objective
Art Therapy	Art Therapist	These therapies support pupils in processing their emotions and feelings by promoting emotional well-being and communication through music, art and time with the school dogs. Pupils develop trusting relationships in a safe and nurturing space
Music Therapy	Music Therapist	
Play Therapy	Gallery Team	
Massage and Relaxation	Pastoral Support Worker	
Dogs as Therapy*		
1:1 Gallery sessions (In house CAMHS) in Therapeutic Mentoring and Trauma Recovery		

¹ Education Endowment Fund: Teaching and Learning Toolkit, Social and Emotional Learning

School Ambassador work		Develop confidence in speaking to visitors
Anger Management	Pastoral Support	Develop an understanding of emotions and the impact this may have on others

Intervention	Delivered by	Objective
Mend it Meetings (Restorative work)	Pastoral Support	Develop an understanding of emotions and the impact this may have on others
Peer Mentoring	Teacher	Develop friendships and confidence when working with younger students
1:1 Communication work	Support staff	Develop receptive and expressive language skills
Communication groups	Teacher	
1:1 Relationships and Sex Education (RSE) work	Teacher	Working towards individual Health outcomes from pupil's EHCPs
Forest school	Teacher	Develop confidence and self-esteem through hands on experiences in a woodland environment



Non-compulsory participation

*Dogs as Therapy

The opportunity for students to take part in Dogs as Therapy is a unique feature of our school. The school has adopted the highly successful model used at Iffley Academy where five school dogs are used daily to support the physical, emotional and mental wellbeing of the students. The Gallery Trust has a proven track record of using dogs as therapy to promote:

- **Physical Health:** e.g. lower blood pressure, endorphins (oxytocin) that have a calming effect, diminishes overall physical pain, the act of petting produces an automatic relaxation response
- **Mental Health:** e.g. lifts spirits and reduces depression, decrease feelings of isolation and alienation, encourage communication, provide comfort, increases socialisation, reduces boredom, lower anxiety, help students overcome speech and communication difficulties, provide motivation and rewards, reduce loneliness

The Learning Passport reward system

The school has a reward system which is designed to promote self discipline and self regulation in our students and encourage them to be responsible hardworking members of the school community.

Each student has their own Learning Passport which runs from Friday to Thursday. Students can earn up to 50 points throughout the day, 10 points for each lesson for their attitude and engagement in learning. Some students may use traffic light colours rather than numbers depending on their specific needs

The following questions are asked at the end of each lesson:

- were you prepared and ready to learn?
- did you demonstrate learning in the lesson?
- did you show effort and perseverance?
- did you make a positive impact on the learning environment?
- can you self-assess how well you've done?

This will be an integral part of our assessment system and will involve the learners in their own assessment. This has been proven to maximise learning outcomes.

Additionally, the school provides extrinsic motivation to all students through the use of 'Star Time', which will reward positive learning behaviours across the week. This reward time will enable students to clearly link a chosen reward to their progress in meeting their individual learning outcomes and celebrate their achievements alongside their peers.

When a student does not earn enough points to take part in Star Time they have the opportunity to work alongside their class tutor reflecting on choices made during the week and identifying ways to put right harm and or prevent things from happening again.

Certificates are awarded every Friday for the Star of the Week for each Class, Star of the Week for the School, Promotion of the Week and Aces of the week. These students receive an award and are presented with a lanyard, displaying their photograph and the details of the award they have won. Students are encouraged to wear their lanyards in school for the following week.

Therapeutic Care Team

We employ a Therapeutic Care Team (The Gallery) who are central to supporting the whole school community by contributing towards a safe learning environment, making provision for students who are out of class, responding to challenging behaviour and running interventions which promote mutual respect, protective behaviours and a wide range of other social skills.

The Student Wellbeing and Therapeutic Support Manager leads the day to day management of the team. Within the team there are two roles: Pastoral Support Workers and Therapeutic Support Workers.

The Student Wellbeing and Therapeutic Support Manager and the Therapeutic Support Workers are supported in their understanding of challenging behaviour through completing or studying towards the Foundation Degree in Therapeutic Care for Children and Young People. This is accredited by the University of West of England and delivered by The Mulberry Bush School. Whole staff training in this area is also sourced through the Mulberry Bush School.

Strategies for reinforcing positive behaviour in the classroom

Work is suitably prepared, including differentiated work and extension tasks for those students who need it. All classrooms are set out appropriately, and all teaching materials and equipment are ready for use.

At the beginning of each academic year the class teacher, support staff and students should draw up a list of 'behaviours we like to see': these should form the basis of each class's Behaviour Blueprint. These guidelines should be referred to regularly, both to prompt good behaviour and praise positives, including:

- use the student's name
- verbal praise should be given constantly to students who are presenting the correct attitude and effort to work towards their lesson objective and appropriate social interactions
- regular, formative marking of work
- achievable targets, differentiated work
- making good use of the plenary, group discussion time (e.g resolving incidents).
- good teacher/pupil/parent relationships, contacting home when there are positive messages to give
- teachers and support staff supporting each other and working as an effective team.

In and around the school

- clear/agreed procedures which operate before school starts, at break times and lunchtimes and at the end of the day
- shared responsibility for the wellbeing of all students in the school from the full staff team with positives reinforced by all and inappropriate behaviours addressed
- presentation and celebration of social and academic successes in assemblies
- rewards assembly every Friday
- open evening for parents, end of term prize giving assembly with parents/carers when governors, trustees and members of the local community are invited

Lunchtimes

The students eat in two lunch sittings: 12:00 -12:20 and 12.20 – 12:40.

We expect:

- students to approach the hall and wait in line quietly
- students to enter the hall and take their seats sensibly
- all meals to be consumed at the table and with good table manners using family service
- students to behave in a respectful way to one another and the staff on duty
- member of staff to sit with each table to support family service

Lunchtime Procedures

Expectations for behaviour at lunch time should be high at all times. Students who present challenging behaviour at lunchtime will be supported appropriately to better understand social interaction during free association. Staff will be expected to interact with students during free association and positive play and interactions should be modelled at all times.

General Expectations for behaviour in school

- students will come to school on time, in school uniform and with a positive attitude to work.
- only jewellery which the student council has approved which is written into our school policy can be worn. Students will be asked to remove unsuitable jewellery
- students to think about how their language and behaviour affects others in school at all times
- when students enter or leave school, this will be done in a quiet and orderly fashion
- students will walk around the school showing consideration for others.
- at break-times, students are expected to be in the playground or on the grassed area. In case of wet weather they will be offered a wet break activity
- small toys/ electronic gadgets are to be kept for break-times only. The school will not be held responsible for any loss or damage. Toys seen at inappropriate times will be removed and stored safely until the end of the day. Snacks may be eaten in the classroom only in wet weather.
- the students take pride in their school, and to respect the whole school including the grounds. The buildings and grounds should be treated with respect.
- rough or potentially dangerous play will not be permitted.

Strategies for supporting students with challenging behaviour in the classroom

- remind students of expected behaviour and rewards
- use restorative enquiry
- model the behaviour you expect
- describe the effects of the behaviour rather than the behaviour itself
- positively recognise and praise those who are behaving appropriately
- use choice and consequence
- use support staff to support the student 1:1
- give plenty of 'take-up' time
- move the student within classroom
- time out within classroom (the student should have a clear understanding of this)
- using the radio system to enlist support for the student
- removal for a short period for reflective time and restorative intervention
- removal to the reflection room, as appropriate
- use the Team Teach tool box

Meeting the individual needs of students with challenging behavioural needs

Students with Positive Handling Plans (PHP) and Risk Assessments (RA) have specific adult led strategies identified on them and these should be referred to by all staff working with these students. A copy of all current paperwork can be found in the Staff Area of the ICT Network and hard copies are found in the staff room.

It is the responsibility of all staff to ensure that they read the current paperwork for each student. Staff teams should be actively engaged in monitoring and making amendments to PHP and RA where required.

It may be that risky behaviours are identified but a PHP or RA is not required. In this case a Positive Response Plan (PRP) should be actioned. An example of this could be for a child who does not need restrictive physical interventions; does not display challenging behaviour, but is unable to remain safe due to a lack of understanding of risk.

Out of Classroom

If situations within the classroom are not resolved by the procedures outlined above it may be necessary to refer the student to a member of the Therapeutic Care Team or Senior Leadership Team (SLT). At an agreed time the student should return to their own classroom. It is important that students understand how others have been affected by their behaviour and are clear about the behaviour that will be expected when they re-enter the classroom. The students will be supported by a member of the Therapeutic Care Team if needed. If the student is in conflict with a member of staff in the class, the member of staff can be covered by the team so that they, the person involved, can work with the student to find a way forward.

Racial harassment of any kind will not be tolerated at Northern House Academy and any incident of this nature will result in a senior leader being informed immediately. It may then be necessary to inform parents.

Gallery support is available throughout the school day (through TSWs and PSWs) to support both students and adults with behaviour management, medication and emotional support. Some PSWs are class based and work alongside teaching staff and teaching assistants to ensure students have the best support and opportunities to succeed in the class setting. Other members of the pastoral support team are on call to support both proactively and reactively to the day to day needs of the school.

These staff are experienced restorative practitioners with students with Social Emotional and Mental Health difficulties (SEMH) and Autistic Spectrum Disorder (ASD) and are Team Teach trained. They are able to use de-escalation techniques and restrictive physical interventions as necessary.

Staff Responsibilities

Within the classroom the teacher has responsibility for the behaviour management of the class. The teacher should refer to the class Behaviour Blueprint, which was drawn up by the whole class, on display in every room and maintain these standards.

All teachers have a responsibility to address challenging behaviour if this comes to their attention at any time and in any place. In serious cases of challenging behaviour or where serious harm has been done, referral should be made immediately to a member of the TCT or the Senior Leadership Team.

The use of sanctions

The aim of restorative practice is to create a context where pupils engage actively in learning about their social behaviours and the impact this has on the community. However, there are occasions when sanctions may be used alongside the restorative process at school. Agreed sanctions may be used by staff teams to promote appropriate behaviour and to help children recognise the impact of their behaviour on themselves, other children, the adults caring for them and the wider community. Sanctions can support children in accepting responsibility for their actions alongside the restorative process. Academy staff regularly review the use of sanctions for individual children to ensure that they are helping them to learn and become more responsible. If a sanction is not appropriate or effective, it should not be used. All sanctions are reviewed and there are no whole school fixed sanctions permanently in place in response to specific behaviours of concern.

Staff will always consider behaviour as communication and seek to understand what is happening to the child(ren) in the context of their history and stage of development.

Sanctions should:

- fit the inappropriate behaviour
- be seen to be fair in the eyes of children and discussed with them so that they know clearly what sanctions are and are not permitted
- be for a limited period where applicable
- be used with thought/consideration
- be tailored to the individual
- be discussed with the Senior Leadership Team
- be applied as soon after the event as possible
- be reviewed periodically

Staff should aim to:

- clearly set out what a child needs to work on
- use words that focus on relationships: e.g. "We need to keep you safe; you can't take your breaks in the outside play space until you can keep yourself safe, you can choose an indoor play activity instead." **rather than** "You've lost your breaktime"
- clearly set out the expectation that adults and children need to work on this together
- be clear that moving on from a limit or sanction depends on judgements: when other people can see you are safe / calm / have made things better as best you can e.g. "When I can see you making safe choices outside we can start to use the outside space again." **rather than** "You lost your breaks until Friday."

Sanctions used in the school include:

- limited use of vehicles for educational activities following dangerous behaviour in a vehicle
- limiting the use of specific pieces of equipment following their misuse e.g. no use of computers until reparation work has been done
- not attending a sports activity following inappropriate or dangerous behaviour
- internal exclusion away from the child's normal class or activity. Any time away from the group must be to support the child to regulate, to reflect on what has happened and to consider how they can re-join the group safely and make things better.
- fixed term exclusion. There are occasions when a child has become so unregulated they are placing themselves or others at risk e.g. jumping out of a high window, climbing on a roof or leaving the school grounds without permission.
- permanent exclusion. These exclusions occur rarely and are used as last resort -
- in response to serious or persistent breaches of the school's behaviour policy, -
- and if allowing the pupil to remain in school would seriously harm the education and/or welfare of others

Behaviour Monitoring

The school keeps detailed records of behaviour which are logged on a database at the end of each school week. We monitor and record a wide range of behaviours that inform us about our students and their specific SEND. These include sensory strategies used within the classroom, use of the therapy dog and concerns such as low level self-harm.

This data informs our practice and how we deploy staff to support our students. This information is also used to share behavioural concerns with other professionals and to track positive and negative trends of behaviour.

Monitoring sheets should be written by the member of staff that observes the behaviour. Staff will be required to record: the antecedent; the behaviour; the resolution and any specific 1:1 intervention that follows the behaviour. This process informs our practice, allows us to reflect on behaviour and reflect on how we as professionals have resolved issues within our school.

Links with other policies

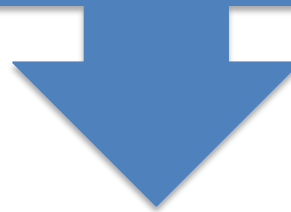
This policy is linked to the following policies:

- Exclusion policy
- SEN Policy
- Anti-Bullying Policy
- Safeguarding Policy

Tier 1 trained staff

All staff in this phase promote restorative practice through the school and are responsible for supporting behaviour through: restorative language, using restorative displays, visual prompts, monitoring behaviour through completing monitoring sheets considering antecedents and behaviour as communication, and engaging in positive behaviour for learning through use of the learning passports. These staff ensure a strong sense of community and social and emotional literacy across our school. These staff include all support staff, teachers, office staff and site managers etc.

These staff members have been informed about restorative practice during induction, whilst meeting with the Student Wellbeing and Therapeutic Support Manager; through assemblies on restorative justice, specific training from Dr Belinda Hopkins (two hour INSET) and inhouse training on Restorative jPractices provided by R Willett, Student Wellbeing and Therapeutic Support Manager (restorative trained practitioner).



Tier 2 trained staff

The staff in phase 2 include: teachers, Therapeutic Support Workers and Pastoral Support Workers. These staff engage in resolving conflict and are able to run mend it meetings (MiMs) which are restorative conversations between people in conflict. Most frequently this is between students however this can often be between students and staff and more infrequently between staff members. These staff offer conflict resolution and typically support behaviour which staff in Tier 1 do not have the capacity to support with.

These staff members have been trained in restorative justice by Transforming Conflict, typically with Dr Belinda Hopkins. They have also engaged in all of the Tier 1 restorative training and are champions for Restorative Practices across our school.



Tier 3 trained staff

These staff offer formal restorative meetings for serious conflict. They include staff such as the Head Teacher, members of the leadership team and The Student Wellbeing and Therapeutic Support Manager. They support with challenging conflict resolution between students, staff and parents.

These staff members are experienced restorative practitioners and have completed extensive training with Transforming Conflict over a number of years. They may have contributed to training materials for Transforming Conflict, presented at conferences talking about restorative practice within SEND settings and have published articles for educational professionals such as NASEN sharing best practice.

