

<b>Policy Title:</b>	<b>Behaviour Policy</b>
<b>Academic Year:</b>	<b>2020 - 2022</b>
<b>Policy Reference:</b>	<b>CS4</b>
<b>Description:</b>	Behaviour management guidance to help learners develop their social and emotional language as well as pro-social behaviour.
<b>Status:</b>	Approved by Management Committee
<b>Category:</b>	Statutory
<b>Review frequency:</b>	Every 2 years
<b>Contact:</b>	Assistant Headteacher Community & Wellbeing- Faye Miller
<b>Version:</b>	V.6
<b>Who was consulted:</b>	Previous PRU policies – created 2009 by PRU (Pupil Referral Unit) headteachers J.Davies and S.Hunter. Modified 2013, 2015, 2019 Therapeutic Thinking LA documentation 2020
<b>Other relevant policies:</b>	See item 10 <a href="#">Appendix A</a>
<b>Acronyms:</b>	MC - Management Committee TLC - Teaching & Learning Committee SWC - Safeguarding & Wellbeing Committee FC – Finance Committee H&SPC - Health & Safety and Premises Committee PERS - Personnel Committee LA - Local Authority WBC - West Berkshire Council HT - Headteacher SLT - Senior Leadership Team
<b>Date for Review:</b>	Nov 2022 (updated January 19)



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1: Key contact list for Behaviour Policy

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<p><b>2: Purpose</b></p>	<p><b>Introduction</b>          Young people who attend the <b>iCollege</b> may have experienced failure, disruption and alienation within a wide range of educational settings.</p> <p>In many cases family life for these young people is problematic and unsuccessful. They can lead unhappy lives at home and in their local environment. The majority of learners attending the <b>iCollege</b> have poor self-image and are locked into cynical failure. They find consistent reinforcement for this in many of their transactions with other people.</p> <p>Disaffection with society and its organisation is a consequence of these experiences. This reaction can be manifested in anti-social behaviour to peers and adults. Rejection of values, beliefs and systems may create behaviour that is difficult for others to live with. Sometimes young people become self-destructive, depressed, anxious and fearful of many situations, sometimes they respond in a more 'acting out' way by being aggressive, confrontational and violent.</p> <p>In the <b>iCollege</b> we will help learners develop their social and emotional language to begin to understand, de-construct and re-construct their behavioural responses to other people and situations. Learners need to be able to do this in a safe, secure environment.</p> <p>Preparation for transition or reintegration means that learners need to have a positive experience of teaching and learning. Staff in the <b>iCollege</b> will re-frame the educational experience for the learners, providing relevant learning and opportunities for success.</p>
	<p>The curriculum is the key to the effectiveness of individual behaviour planning. The goal of all behavioural work with learners is for 'learner self-management'.</p> <p>All targets and objectives will evolve to meet that goal, or strive to meet it, wherever possible. A Behaviour Policy document exists to provide a framework for learners, practitioners, parents and any other people involved in the life of the institution which describes:-</p> <ul style="list-style-type: none"> <li>• Ethos</li> <li>• Procedure Guidelines</li> <li>• Guidelines on a Whole Unit Policy</li> <li>• On-site Unit expectations</li> <li>• Off-site Unit expectations (West Berks Off-site Activities Handbook)</li> <li>• Expectations for school transport – e.g. mini-buses, taxis, staff cars, buses and trains (West Berkshire Transport Policy)</li> <li>• Circle Time/Group Forum</li> </ul>



<p><b>3: Ethos</b> (Also refer to Appendix 1)</p>	<p>The principle that underpins the management of behaviour in the <b>iCollege</b> is 'non aversive'. This refers to the way staff approach challenging behaviour. We believe we need to respond to difficulties in a planned and well considered way using 'Team Teach' and Therapeutic thinking strategies.</p> <p>There are five components to the model adopted by <b>iCollege</b>: -</p> <ul style="list-style-type: none"> <li>• <b>Partnership</b> This joins the unit, referring school, staff, learner, and parents/carers in a partnership which promotes and supports good quality learning. An agreement of the main targets will prove a shared focus for all.</li> <li>• <b>Environmental Change</b> This focuses on introducing change to the educational environment to make pro-social behaviour more likely. This includes the curriculum, the building and its organisation and all aspects of teaching and learning styles.</li> <li>• <b>Teaching New Skills</b> This focuses on identifying the intent of the behaviour and teaching alternative ways for the learner to achieve the same ends.</li> <li>• <b>Reinforcement</b> This focuses on effective methods of increasing pro-social behaviour and making anti-social behaviour less likely and will include a system of private praise.</li> <li>• <b>Reactive Strategies</b> These are strategies which are used to manage inappropriate behaviour at the time that it occurs. This is situational management. Teachers accumulate these skills through practice, experience and accurately targeted professional development.</li> <li>• Curriculum planning / practice will take account of emotional factors in learning.</li> <li>• Learners will be enabled to build self-esteem and to experience themselves as valued members of groups.</li> <li>• The units will encourage learners to be involved in their own formative appraisal.</li> <li>• The success of learners will be positively reinforced in tangible ways.</li> <li>• There will be whole-unit approaches to positive reinforcement of social as well as academic developments.</li> </ul>
	<ul style="list-style-type: none"> <li>• There will be whole-unit approaches to developing social skills, e.g. negotiating and working groups.</li> </ul>



<p><b>4: Procedure Guidelines</b></p>	<p><b>Procedure Guidelines</b></p> <p>Lead Teachers will ensure that:-</p> <ul style="list-style-type: none"> <li>• Partnership agreements which include behavioural targets are in place for all learners.</li> <li>• The roles and responsibilities of staff are clear in relation to behaviour policy and all job descriptions.</li> <li>• The “routes” for following up behaviour concerns are clear and available within each unit.</li> <li>• There is a known and consistent recording mechanism for behaviour, common to each unit within the <b>iCollege</b>.</li> <li>• There is an integrated approach to the work of pastoral and academic systems.</li> <li>• The unit has guidelines for supporting bullies and victims.</li> <li>• Unit expectations and routines will be clearly displayed.</li> <li>• Learners and staff will review and evaluate the expectations and routines at the beginning of each term and regularly throughout the year.</li> <li>• Learners will be given target behaviours to work on. These will be specified and known to the learner and staff teams.</li> <li>• Targets can be identified via a wide range of assessment tools, by observation and by collaboration with the learners.</li> </ul>
<p><b>5: Guidelines on Whole iCollege Policy</b></p>	<p><b>Whole iCollege Policy</b></p> <ul style="list-style-type: none"> <li>• The Units will have a positive atmosphere in which there is a sense of shared purpose and values – a sense of community.</li> <li>• The Units will encourage mutual respect, social responsibility and self-discipline.</li> <li>• The Units will encourage children/young people to take responsibility for their behaviour and that of others.</li> <li>• The Units will ensure that care and control are supportive.</li> <li>• There will be whole-unit approaches to talking about feelings as part of everyday unit experience.</li> <li>• There will be a consistent communication of a sense of belief in all learners.</li> <li>• There will be whole-unit approaches to building self-esteem, e.g. circle time, group forums.</li> <li>• There will be a positive emphasis on achievement and praise.</li> <li>• Expectations will be high and boundaries about anti-social behaviour are clear.</li> <li>• There will be a unit wide agreement on expectations and boundaries, and how these are communicated to learners and parents.</li> <li>• Expectations will be communicated consistently across the units.</li> <li>• The unit policy document will be perceived to be the responsibility of all staff, and known and owned by all staff and learners.</li> <li>• There will be whole unit approaches to the emotional preparation for transitions, ends of term/years, and for the loss of significant staff/peers.</li> <li>• Classroom management practices will support the behaviour policy.</li> <li>• Whole unit approach should be restorative.</li> </ul> <p>In developing the policy, the unit will consider: -</p> <ul style="list-style-type: none"> <li>• The management of unstructured times</li> <li>• The development of a system of protective and educational consequences</li> <li>• Expectations for the unit</li> <li>• De-escalating conflict</li> <li>• Team Teach and Therapeutic Thinking strategies</li> </ul>

	The implementation of the behaviour policy will be dependent on the staffs' ability to manage the situations that occur. All new staff should receive in-house training on the behaviour policy and attend appropriate other training including Therapeutic Thinking and/or 'Team Teach' as required.
<b>6: On-site Unit Expectations</b>	<p>Each unit will establish its own expectations in conjunction with the learners. The expectations will be clear, unambiguous and displayed throughout the unit. They should include behaviour in unstructured times, in the class in relation to the staff and learners and how the learners treat the building and environment.</p> <p>The unit expectations should be reviewed as part of the circle/group time and the learners' response to them evaluated. Individual learners may have targets relating to the unit expectaions.</p>
<b>7: Off-site Unit expectations</b>	West Berkshire Off-site Activities Handbook – available electronically on EVOLVE via unit admin staff.
<b>8: Expectations for School Transport</b>	<p>Link to West Berkshire Transport Policy</p> <p><a href="http://info.westberks.gov.uk/ltp">http://info.westberks.gov.uk/ltp</a></p>
<b>9: Systems</b>	<p><b>ALSO SEE APPENDIX 1</b></p> <p><b>Team Teach</b></p> <p>It is the policy of icollege that all staff working closely with students are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy and Anti-Bullying-Policy.</p> <p>We aim to provide a learning environment that is free from fear and safe from harm. We have policies and procedures followed by all our staff to try and secure the best learning and development for our students. We are an inclusive school that tries to meet the needs of all our pupils regardless of their level of support need and therefore, from time to time, some pupils may present with challenging behaviour. Our health and safety commitment to pupils and staff means that we will carry out a risk assessment to foresee and reduce the risks presented occasionally by their behaviour. This may also mean that there are times when their behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions. 'Team Teach' is the approach adopted by us at icollege to manage challenging and aggressive behaviour. The majority of our teaching and non-teaching staff have been trained in the use of this approach and the Head teacher keeps a list of those staff authorised to use Team Teach and they receive regular refresher training from qualified instructors.</p> <p>The basic philosophy of the approach is as follows:</p> <ul style="list-style-type: none"> <li>• The majority of incidents should be managed without restrictive interventions</li> <li>• it is a flexible framework of responses stressing a holistic approach</li> </ul>

	<ul style="list-style-type: none"> <li>• de-escalation of situations is a priority (e.g. using communication skills, humour, distraction etc)</li> <li>• gradual and graded positive handling techniques are based on providing the maximum amount of care control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned.</li> </ul> <p>All incidents of positive handling are reported, recorded, monitored and evaluated. Any injury sustained during an incident involving positive handling is reported to the Parent/Carer, Headteacher and the Local Authority (LA). After receipt of the information the LA will decide if they wish to further investigate the referral. As a Parent or Carer you should be assured that all staff are committed to providing a safe and productive learning environment for all. Staff will ensure that any physical intervention will happen wherever possible as a last resort. Both the Department for Education (DFE) and Department of Health (DOH) issue clear guidelines for the use of physical intervention and the use of reasonable force. More information regarding the Team-Teach Approach can be found via the internet by visiting <a href="http://www.team-teach.co.uk">www.team-teach.co.uk</a>.</p> <p><b>Group Forum/Circle Time</b></p> <p>Each Unit will have a Group Forum/Circle Time. It is recommended for all staff and learners to join in group forum.</p> <p>Circle Time/Group Forum has high status. It is a framework within which each individual feels valued and respected.</p> <p>Rules for Circle Time/Group Forum are discussed and established by learners and staff.</p> <p>Circle Time/Group Forum allows learners to explore their social and emotional difficulties in a safe and supportive environment.</p> <p>Circle Time/Group Forum can be used to reinforce behavioural targets. Behavioural targets can be recorded by staff in learners' Individual Education Plans. During Circle Time/Group Forum learners can be rewarded if their target is achieved. Staff must record each success.</p> <p>Circle Time/ Group Forum facilitates the raising of learners' self-awareness and self-esteem. Through Circle Time/Group Forum, learners form a cohesive, supportive group. Learners will encounter various aspects of Social, Moral, Spiritual and Cultural dimensions through Circle Time/Group Forum.</p> <p><b>The Calm Room (a "time in" room at Inspiration)-</b></p> <p><b>Purpose</b> <b>To allow learners in distressed, angry, violent, agitated states, time, in privacy, in a safe place, in order to regain inner stability; "Time In"</b></p> <p>The room is next door to Elms class, is well lit and has adequate ventilation, windows and space. There are two low benches in the room for seating but no other objects. Every attempt has been made to ensure that learners cannot accidentally harm themselves in the room. Learners are easily visible through the large viewing panel in the door. The Calm Room is to be used as part of our nurturing and supportive ethos and is not to be seen as a 'punishment' for learners.</p>
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<b>10: Associated Policies and Guidance</b>		MC Standing Orders Child Protection & Safeguarding Policy KCSIE DfE guidance Team Teach guidance <a href="http://www.team-teach.co.uk">www.team-teach.co.uk</a> West Berkshire Off-site Activities Handbook West Berkshire Transport Policy icollege 'Calm room Guidance'		
<b>11: Change Record</b>				
Version Number	Date Approved	MC Minute Reference	Description of Amendments	Review Date
4			Transferred to iCollege format	Oct 2017
5	29.01.19	SWC	KCSIE and contacts, added Team teach info and guidance links. FM and JD	Jan 19
6	Nov20		KCSIE and contacts. Added appendix 1 and other Therapeutic Thinking links. Changed 'Green room' to 'Calm room'.	November 2020

### Keeping Children Safe in Education 2020

***All staff with the iCollege take seriously their responsibility to protect and safeguard the welfare of children and young people in their care; this includes protecting children from maltreatment; preventing impairment of children's Mental and Physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes***

Approved by:	Management Committee
Signed:	<i>M.Sims (electronic)</i>
Print name:	Maureen Sims
Position:	Chair of governors
Date:	November 2020
Review date:	November 2022



## Appendix 1

The iCollege is involved in a three-year initiative on Therapeutic Thinking that has been recently introduced across all schools in the West Berkshire Authority. This initiative complements the school's existing behaviour policy and compliments our current ethos. Having completed a training programme, the school is now moving further towards implementing therapeutic approaches to behaviours across the school. Alongside this we are developing a 'Positive Relationships and behaviour policy' which will replace the current behaviour policy and will emphasise the need for everyone to be aligned and focussing on providing positive/prosocial experiences.

### What is Therapeutic Thinking?

Therapeutic Thinking was developed by Angela Wadham, an experienced professional in the field of child behaviour. Therapeutic Thinking recognises that some children have been unlucky enough to experience a range of Adverse Child Experiences (ACEs) and that children who have experienced higher numbers of ACEs are likely to have less positive outcomes in areas such as physical and mental health, behaviours, attendance, relationships and educational attainment.

Taking a therapeutic approach to learning is designed to reduce school exclusions and provide disaffected and anxious pupils with a more positive attitude towards school and themselves as learners.

### How will we support this?

This approach complements our school ethos and supports the approach the school has taken for many years, giving a theoretical backing to what staff have known instinctively is the right way to support children who have had adverse childhood experiences which can then lead to anti-social behaviour. Therapeutic thinking is about creating a culture in which each student is given the help they need to overcome those barriers to learning and achieve success, and can be complemented by more intensive therapeutic interventions.

Our staff and students deserve to work in a school where they are treated with courtesy and respect; therefore, a cornerstone of therapeutic thinking is that every school's behaviour policy must explain how to create a calm and safe learning environment for all members of the school community. Part of this includes having consistent (but not rigid) ways of dealing with pro and anti-social behaviours. The consequences given for anti-social behaviours are either developmental, for example helping the student to understand the impact of their behaviour, or protective, preventing them from behaving in anti-social ways until they receive the support they need that helps them to make better decisions.

Therapeutic thinking prizes the creation of positive classroom and extra-curricular experiences for students, which helps them to feel more secure and self-confident so they can better regulate their emotions which results in improvements in learning and behaviour.

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## THERAPEUTIC THINKING A-Z GLOSSARY OF KEY TERMS

**‘You can’t teach children to behave better by making them feel worse. When children feel better they behave better.’ Pam Leo**

### **Adverse Childhood Experiences (ACES)**

Highly stressful and potentially traumatic event/s or situation/s that occur during childhood and/or adolescence. These may include one or more of the following: physical abuse, emotional abuse, sexual abuse, neglect; exposure to domestic abuse, household substance abuse, household mental illness, parental separation or divorce, member of household imprisoned.

### **Anti-social**

- Behaviour that causes harm to an individual, a group, to the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of another person.

### **Anxiety**

A worry, nervousness or unease about something with an uncertain outcome.

### **Anxiety analysis**

A tool used to examine a behaviour methodically and in detail, typically in order to understand, explain, interpret and act on it.

### **Big world**

An unplanned experience which overwhelms the individual and stimulates antisocial behaviours.

### **Conscious behaviour**

- Unwilling to self-regulate.
- Behaviours that are a result of thought or planning.
- The consequence may be preferable.

### **Dangerous behaviour**

The actions of the individual are likely to cause harm or injury and therefore a clear plan to assess risk and address the underlying needs over the long term is necessary.

### **Dependency**

A person who relies on another but is likely to be unable to be able to do without them.

### **Difficult behaviour**

The actions of the individual are challenging and staff members are needing to change their practices to address an underlying need.

### **Dynamic**

- Everyone affected by an individual or institution.
- The relationships that people have and the study of how these relationships can change.
- The way in which people react to each other in a particular situation.

### **Equality**

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Treating everybody the same.

### Equity

Giving everyone what they need to achieve success.

### External discipline

Controlling behaviour through consequences and punishment.

### Externalisers

A learner who expresses their anxious thoughts and feelings openly using physical actions, gestures, noises or language.

### Group dynamics

The interactions of people when they are grouped with others through either choice or circumstance.

### Internal discipline

We are able to self-regulate because we understand how we should behave, it is part of us and informed by external discipline in the early years

### Internalisers

A learner who expresses their anxious thoughts and feelings through limited participation and active avoidance.

### Positive reinforcement

Timely encouragement which offers a reward or feedback following a positive behaviour. A clear reminder of what the individual did well to warrant the praise is essential to increase the likelihood of the behaviour being repeated in the future.

### Pro-social

- Relating to behaviour which is positive, helpful, and intended to promote social acceptance.
- Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people.
- Pro-social behaviour benefits other people or society.
- Pro-social behaviour is simply the absence of antisocial behaviour.

### Protective consequences

Removal of a freedom to manage potential harm.

### Punishment

Enforcement of something undesirable or unpleasant upon an individual or a group, in response to behaviour that is deemed unacceptable.

### Safe Learner

A learner who can participate with a high level of pro-social feelings and is unburdened by antisocial feelings.

### Small garden

A planned, controlled experience, which provides a safe and successful starting point on which to develop pro-social behaviours.

### Subconscious behaviour

Unable to self-regulate. Behaviours that are evident without any thought or planning.

### Therapeutic continuum

A therapeutic scale which can categorise the impact of a decision

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- **Therapeutically Healthy**  
A planned activity has positive outcomes, because it has been thought about at an individual level and all eventualities have been considered.
- **Therapeutically Lazy**  
Something detrimental happens to the individual because the activity planning hadn't been sufficiently thought through.
- **Therapeutically Sadistic**  
Something detrimental happens to the individual which could have been prevented because someone had anticipated the outcome from the planned activity.

### Therapeutic Plan

A plan used to formalise strategies which differentiate from the schools behaviour policy for a small minority of the school population.

### Therapeutic Thinking

An approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the dynamic.

### Therapeutic Tree

A tool used to capture anti-social behaviours, feelings and experiences with the view to provide pro-social alternatives as part of the Therapeutic plan.

### Unsocial

- Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.
- Not doing as instructed, but not to the detriment of others.

. 'Insanity is doing the same thing over and over again and expecting different results.' Albert Einstein

### Scripted Language



#### Key points to consider for your scripts

- Use positive phrasing and avoid negative phrasing...in providing an 'either or option', we creates boundaries and avoid escalation.
- Do not empower the behaviour with words 'if you do that again....'
- Avoid an emotional response from the adult...does adult recovery time need to be built in?

### De-escalation

Adults need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Adults need to be aware that when children display disruptive, difficult or dangerous behaviour they may initially be upset or emotionally distressed. Action needs to be taken to calm the situation.

The principles of de-escalation are:

- the child's name

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- acknowledge their right to their feelings
- tell them why you are there.

It is important that all staff use the same script. The de-escalation script should be used repeatedly, with no variation from it, until the child has been persuaded to leave the situation and calm down.

Using a de-escalation script gives a focussed, calm and consistent approach.

### De-escalation Script

- Child's name.....I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and .....
- Telling someone to change adult: 'More help is available'. Please note – if this is said to you, you must swap places with another adult

### Telephone script:

- To request help: 'Please could we have some help in \_\_\_\_\_'
- To request a specific person: 'Please can \_\_\_\_\_ come to \_\_\_\_\_'
- To request immediate support: 'I need help now in \_\_\_\_\_'

### Policy practice:

Here it might be clear on the practices you will expect to see in school.

As a senior team, we will need to decide which aspects are relevant to your context.

### **Q What additions can you make to the suggestions below to reflect your practices?**

We recognise that every child is different, therefore we:

- Meet with each child on transition (to school, class)
- Meet with each family on transition (to school, class)

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- Observe and address individual needs through the use of therapeutic practices and analysis tools
- Encourage participation in areas of interest in the classroom and outside
- Embrace a model of equity and ensure provision is personalised based on 'need'.

We see a clear link between poor mental health and poor behaviour, therefore we:

- Have a comprehensive PSHE curriculum which provides strategies for dealing with anxieties
- Reflect good mental health in our corridor and classrooms displays,
- Set learning projects which focus on good mental health
- Train staff in emotional literacy

We believe in private and not public behaviour recognition, through encouraging pro-social experiences and teaching children to:

- Say please and thank you.
- Hold the door open for others.
- Wait calmly and patiently in a line for their turn.
- Sit appropriately when being taught and demonstrating a willingness to learn.
- Show tolerance to others.
- Demonstrate kindness to others.
- Take responsibility for our own actions.

Our practices will not:

- Remove a reward earned for pro-social behaviour.
- Compare children negatively to those demonstrating pro-social behaviour.  
eg 'Why can't you sit nicely like XXX?'
- Offer complex and lengthy reward systems that accumulate over a period of time.
- Offer public praise to a child who will find this type of praise embarrassing or overwhelming.
- Address the whole group, or threaten punitive measures on mass, if it is one, or a small group of children demonstrating low-level behaviour: eg making the entire class stay in at break because some children were talking.
- Offer threats that are beyond the remit of the displayed behaviour.  
eg threatening to send a child to the Headteacher if they continue to talk.
- Have children miss other areas of the curriculum as a consequence.  
eg 'As you did not do your work, you will not go to PE'

We understand how to de-escalate and disempower anti-social actions and are not drawn in to conflict and so we will:

- Ask children to stop the behaviour in a clear, unambiguous way eg 'XXX, please sit quietly in assembly.' or 'Please stand patiently in the line.'
- Speak to children 1:1 in a respectful way.
- Demonstrate tactical ignoring if appropriate.
- Show displeasure through a glance, gesture or expression.
- Diffuse the situation with humour or affection.
- Instigate a move of place within the room such as to complete work at a different desk, or to work with a different partner.

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88 Newtown Road . Newbury  
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**The POD KS2&3**  
88 Newtown Road. Newbury  
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- Prioritise the safety of other children and themselves. This may be done by removing children from the area, such as evacuating a classroom, or locking themselves and the class in the classroom to ensure the child demonstrating anti-social behaviours cannot get to them.
- Respond in a clam and focussed manner by lowering their voice, minimising instructions given to the child demonstrating anti-social behaviours and walking calmly.
- Get support of SLT or other staff.
- Hand over to another staff member if they are the focus of the anti-social behaviour.
- Ask staff involved if they need help and be available for a handover.
- Get involved unless they are asked too.
- Add to any sense of panic or worry by rushing, shouting or loudly informing others about a concern.
- Restrain or hold children unless there is an imminent threat of physical harm to an adult or child.

### **Group dynamics**

A dynamic is the interactions of people when they are grouped with others either by choice or circumstance.

There are many group dynamics that operate across iCollege for example the classes children are taught in – and, at times, differentiating the group dynamic can be the only option to:

- Ensure the physical safety, wellbeing or opportunities of the child
- Ensure the physical safety and wellbeing or opportunities of other children, staff or other elements of the class dynamic.

Therefore, where we are unable to prevent unacceptable difficult or dangerous behaviour, the only option is to proactively use differentiated experiences, environments and people to create a protective consequence.

If we need to change the dynamics of a classroom, we will:

#### **Stage 1 Assess:**

- The number of safe learners
- The number of children with difficult disruptive behaviours
- The number of children with dangerous behaviours

#### **Stage 2 Assess:**

- Available staff
- Available locations
- Necessary staff ratios
- Permissible differentiation

#### **Stage 3 Agree:**

- New groupings
- Revised ratios
- Targeted staffing
- Differentiated activity and access

### **Small gardens**

**INSPIRATIONKS1&2**  
Foxglove Way . Thatcham  
Berks . RG18 4DH  
01635 877114

**INTEGRATIONKS3&4**  
22 Highview . Calcot  
Reading . Berks . RG31 4XD  
01189 416636

**INDEPENDENCEY11&KS5**  
Richmond House . Bath Road  
Newbury . Berks . RG14 1QY  
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There are times that some children find the classroom overwhelming and **need** access to a different working space. These children may internalise or externalise their behaviour.

At iCollege, we will plan and control limited experiences for these children in 'small gardens'. 'small gardens' are working spaces for children that are:

- Calm and soothing
- Logical
- Safe and secure
- Proactive

Children go to 'small gardens' to complete their work in an environment that does not overwhelm them.

Children are not taken to 'small gardens' for doing something 'wrong' – this time out of class to work in a different environment is always predetermined, typically following an Anxiety Analysis or is provision identified in a child's Therapeutic Plan.

### Therapeutic Plans

In our policy, the 'Positive Behaviour for Learning policy' will be the plan for the majority of our children; some children, however, may require a Therapeutic Plan to formalise strategies that differentiate from policy.

Following an initial analysis, the Therapeutic Plan identifies different anti-social behaviours shown by a child and the corresponding strategies staff should use to respond.

The procedure to writing a Therapeutic Plan typically involves:

1. Anxiety Analysis
2. Conscious and Subconscious Checklists
3. Therapeutic Tree
4. Therapeutic Plan Risk Calculator
5. Collaborative writing of the Therapeutic Plan (involving the pupil, family, Head teacher, Class teacher and Inclusion Manager)

If a child has a Therapeutic Plan, it **must** be followed by all staff members. It makes clear the words, actions and consequences that will apply to risky and/or dangerous behaviours that a specific child may be presenting with e.g. climbing or running away. Staff unfamiliar with a child's plan should radio for help from someone who knows it.