

# Behaviour, Welfare & Safety Policy 2020



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## Introduction:

Peak Education provides a high-quality educational provision that specialises in supporting young people that have specific educational needs including those that may experience social, emotional or mental health difficulties (SEMHD). We provide a nurturing and safe environment in which our students are able to enjoy a positive and valuable learning experience that will help them to develop the skills and strategies that they will need to lead independent, healthy and fulfilling adult lives.

## Aims:

**The aims of this Welfare, Behaviour and Safety Policy are to ensure that all of our students:**

- Are able to enjoy, engage and achieve in their learning in a safe, supportive and nurturing environment
- Develop emotional literacy skills including self-awareness, ability to regulate emotions and social skills
- Improve their self-esteem and confidence as an individual and become emotionally resilient learners
- Can access appropriate support to enable them to develop coping skills and strategies
- Are able to form positive, trusting relationships with peers and supporting adults
- To make well informed choices about their well-being, behaviour and safety
- To understand the wider consequences of their lifestyle choices and conduct
- Learn how to safeguard and promote their own emotional well-being and mental health
- Are respectful of others, gaining a good understanding of British values
- become responsible adults that are able to make positive contributions to their communities

## Supporting Everyone to Achieve:

The Behaviour, Welfare and Safety Policy reflects and underpins the ethos, principles and philosophy of Peak Education and should be read in conjunction with the following policies

- Safeguarding
- Attendance
- SEND
- SMSC
- PSHE
- Anti-bullying
- Exclusion
- Care and Control.

At Peak we recognise every student as an individual person with a great potential. We have high expectations of all of our students. Our belief is that **‘together everyone achieves excellence’** and we endeavour to ensure that staff and students work collectively to create an environment in which every person is valued and respected. All individuals are supported and nurtured to enable each to fulfil their best potential.

Our staff are at all times professional and have a ‘duty of care’ towards the students. We know that the development of trusting relationships is the key to our students achieving their best whilst at school. We have a dedicated and specialised Pastoral team that support students with all aspects of their behaviour,

welfare and safety. They may provide mentoring/ coaching or counselling or signposting/ supporting students or families to access appropriate agencies. All staff in the school are trained to support students experiencing SEMHD, in particular those with attachment issues or who may have experienced trauma or adverse childhood experiences (ACEs). Staff will support and nurture students, enabling them to develop adaptive coping skills.

Our Learning Support Team work to ensure that all of our students are able to effectively access their learning programme. They are involved in supporting students to become engaged students and develop their learning skills. They provide additional support to help remove any barriers to their learning including language, literacy and numeracy skills. We aim to provide well planned support and interventions to enable all students to achieve their full potential. Each student has access to a bespoke curriculum which is differentiated to meet their individual learning needs and requirements.

Each student will be involved in creating a personalised student passport. This will detail a student's strengths and areas of difficulties and appropriate support strategies. It will also include a number of outcomes that the student will focus on during an academic term. This will include outcomes in the development of social, emotional or behavioural skills. The passports are reviewed termly in consultation with the SENDCo., teachers, students and parents/carers. They may be shared with referrers and parents.

## Curriculum:

At Peak we pride ourselves on our broad and exciting curriculum opportunities. Each student will participate in a range of activities to ensure that they are engaged in the learning and gain confidence and self-esteem. We recognise that age appropriate physical activity has widespread benefits to health and therefore our adventurous and enriching curriculum supports student by promoting emotional well-being and resilience.

We have an intensive programme of Personal, Social and Health Education (PSHE) that is offered to all of our students. This includes learning about personal safety, including E-Safety; Sex and Relationships Education (RSHE); Awareness of Drug and Substance abuse; Equality and Diversity; Bullying and Friendships; Healthy Eating; Social and Emotional aspects of Learning (SEAL); Contextual and personalised PSHE sessions are also strategically planned by the pastoral support team and delivered by staff (i.e. responding to emerging personal or community issues).

Our curriculum also focuses on the social, moral, spiritual and cultural (SMSC) development of all students; addressing all of their needs including emotional, physical, relational, intellectual, creative and spiritual. We provide opportunities for the young people to explore and cultivate their own personal values and beliefs, spiritual awareness, a positive, caring and tolerant attitude towards other people, community awareness and a sense of belonging, an ability to communicate effectively and interact positively in all social settings, an appreciation of the diversity and richness of cultures, including their own.

We are pro-active in promoting the development of responsibility towards others and the environment. We encourage students to respect specified fundamental British values, including democracy, personal liberty and rule of law. This is embedded through all aspects of our curriculum and delivered through drop-down days. We have a school student voice committee in which all students are encouraged to contribute to the democracy and management of the school.

At Peak Education we aim to use the principles of **restorative justice** to promote a positive, orderly school environment. We encourage students and all members of the school community to learn and

practice self-discipline, empathy, and accountability. Through this approach students are taught positive ways to deal with conflict.

During social times of the school day staff provide activities to enable students to develop reciprocal relationships with peers as well as learning and practice appropriate social skills.

## Teaching & Promoting Positive Behaviour:

There are **three rules** that we must all follow as members of the Peak community. They are:

- 1. Always respect yourself.**
- 2. Always respect all others.**
- 3. Always respect your environment.**

These rules are displayed in each classroom in our **RESPECT** agenda.

Staff have high expectations of students and will remind them of these 3 rules when necessary. Staff will act as role models and will at all times be supportive and will deal with any challenging situation in a positive, supportive and calm manner.

### **All staff and students sign our Respect agreement that states that they will:**

- Be on time to all lessons and always trying their best.
- Will listen respectfully and ask appropriate questions.
- Communicate respectfully at all times with all members of the school community.
- Ask for help when required.
- Try new things – prepare to be challenge.
- Accept that making mistakes is part of learning.

### **We want to provide a safe, clean and happy place to be so we will:**

- Support students to stay safe.
- Provide access to well taught accredited subjects and learning resources.
- Provide advice and guidance.
- Respect all students as an individual.
- Ensure that everyone has a voice and feels valued listened to.
- Celebrate and reward all achievements.

### **In order to be a positive school community member, we expect you to:**

- Consider the feelings of all others.
- Support and encourage each other to make good choices.
- Accept people for who they are.
- Learn to manage your own emotions and behaviour, accept and reflect on consequences.

## Rewards:

During all learning sessions students are able to gain points that reflect their punctuality, level of engagement, effort and progress in social development or learning. These points are recorded using the Class DOJO system. Every week there are rewards available to students that are engaged and are trying hard to make progress. Students may also choose to attend reward trips/ activities at the end of each academic term/ year. Parents/ carers and students can monitor progress/ achievements using the class Dojo system. Students may be awarded with certificates for specific and personal achievements.

## Consequences:

If a student is experiencing difficulties and displaying challenging behaviour this may have a negative consequence on the learning of that student or their peers. Aggressive behaviour can make others feel uncomfortable or un-safe and is therefore unacceptable. It is imperative to maintain a positive learning environment and to safeguard and ensure the welfare of all members of the school community. Teachers are responsible for the management of their classrooms, but It is expected that all staff will challenge negative behaviour in a swift, appropriate, consistent and supportive way. Staff should take all appropriate measures to ensure Peak Education's discipline is administered in a manner consistent with the child's human dignity. (Article 28.2)

### **In instances such as:**

- Repeated refusal to comply with Peak Education 3 rules.
- Offensive language/behaviour towards staff.
- Issues related to potential/actual violence.
- Substance misuse concerns.
- Students removing themselves from lessons.

Then the Pastoral Support team will become involved. Students may require support from the Pastoral team to enable them to address any issues that may be causing distress, or difficulties with peer relationships. A specific programme of support/ action plan may be developed if students require ongoing, intensive support. This may include access to interventions that may support the develop of social skills, self-awareness, self-esteem, social relationships etc. Parents/ carers/ referrers and other agencies will be consulted and involved in the planning of appropriate support. Students may need to work in another classroom to diffuse a situation and allow time for reflection. A restorative approach may be used to rectify any issues, empowering the student to take responsibility for their choices/ actions and facilitate reparation. Thus, enabling students to develop respectful relationships with adults and peers and to enhance their empathy towards others.

The pastoral support team will monitor incidences of challenging behaviour in order to determine causes and appropriate support. Support will be sought from the SENDCo. so that we are able to identify any unmet needs. Safeguarding concerns will be passed onto the school Safeguarding Lead/ DSL. A referral may be made to outside agencies where appropriate and agreed. This may include CAMHs/ Children's Services/ MIND or other professionals.

Strategies can be used to encourage and support students to reflect upon their choices/ behaviour. Students will initially be verbally challenged by staff members, reminded about the rules and will be given opportunities to make better choices. Staff should be consistent in their approach at all times. If a student continues with a low-level challenge, then this will be recorded on the class DOJO system and negative points will be awarded. Parents/ carers can see these points immediately. If the incident resulted in the student missing or not completing work, then opportunities and support will be provided during break or lunch time to catch up. If the behaviour continues then the student will be referred to the Pastoral Support Manager who may decide that an after-school detention would be appropriate. At this point parents/ carers and referrers would be notified using the appropriate means of communication. If the issue was significant, or a regular occurrence then a meeting would be arranged with the Pastoral Support Manager to discuss support required and next steps. As a result of this meeting the student passport may be updated.

Students may have a focus card which will include targets agreed during the meeting. These can be commented on by all teachers during each lesson, Students are taught to reflect on their behaviour. These focus cards will be reviewed daily by the Pastoral Support Manager or identified Key worker.

In extreme or very challenging situations and where all support strategies and not been effective tried a fixed term exclusion (FTE) may be given. The decision to give a student FTE will be made by the Head of School or Executive Head. FTE may be used if a member of the school community is threatened or assaulted; if there is evidence that a student is in position of drugs or alcohol or weapons. Parents/carers and referrers will be informed of this decision initially by telephone. A letter outlining the incident and the length of the exclusion will follow this. During a fixed term exclusion, a thorough review of the incident will be made by the school Senior Leadership Team. Amendments to teaching programmes and support made be considered. Staff may also consult with other professional agencies where appropriate e.g. Educational Psychologists, Educational Welfare Officers etc and parents in order to formulate the best way to support the student and address any specific needs.

Under certain circumstances and in order to safeguard our vulnerable students we may opt to put in place an Inclusion Support Programme as an alternative to a fixed term exclusion. This will involve the student participating in a period of home tuition and receiving intensive PSHE sessions that will support the student in understanding the consequences of their choices.

Staff will use physical intervention with a student if deemed necessary because their behaviour is placing themselves or others' safety at risk. Each student will have an Individual Risk Assessment detailing the most appropriate and effective strategies to use. Significant physical interventions will be recorded on the appropriate forms and information passed to all parties as soon as possible after the event. The school maintains a record of the incidents and sanctions used on the schools Management Information System (MIS). Each incident will be reviewed by the SLT. Parents/ carers will be informed.

The ultimate sanction of permanently excluding a student would only be used in the most extreme circumstances when every other strategy had failed or when the safety of others in at Peak Education were at risk. This is outlined in Peak Education's Exclusion Policy.

## Monitoring & Recording:

In order to monitor progress, inform teaching and support and to ensure safety of our school community we record incidences of challenging behaviour. Low level disruptive classroom behaviour is recorded on the class DOJO system. If behaviour is more serious (L2/L3/3+) then it will be recorded formally on the school Management of Information System.

## Parents / Carers:

We appreciate greatly that parents/ carers know their children best and we endeavour to consult with parents and carers regularly throughout a student's time at Peak Education. Parental support and their encouragement to engage in learning and to adhere school policies is vital to the success of our students.

Parents/carers will be invited attend a meeting/home visit with their child prior to placement at Peak Education where the aims and objectives of the placement are discussed. At this interview all parties are made aware of the Behaviour, welfare and Safety policy including the range of rewards and sanctions used and expectations. Parents/carers are encouraged to contact Peak Education, whenever they need or want to, with any concerns they may have. Parents/carers will be involved as early as possible if there are issues to share in solving problems as they arise. This may be via telephone, email or using the class DOJO messages. Parents/carers will always be informed if their child has been physically aggressive towards other students or staff or if they have been the perpetrator or victim of bullying behaviour. (see Anti-Bullying Policy)

Any parent/ career wishing to complain should use the school complaints policy which is available on our website.

Reviewed: August 2020.

Next Review: August 2022.