



BEHAVIOUR FOR LEARNING POLICY

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1.0 Introduction

At Springwell Learning Community we recognise the importance of providing clear expectations for pupils, parents, carers and staff. In doing so we provide a framework in which everyone knows and understands their roles, rights and responsibilities in making our school a purposeful learning environment that is physically and emotionally safe for all. This will enable our values of **Kindness, Courage, Curiosity and Pride** to flourish.

2.0 Behaviour

Springwell Learning Community understands that pupils with insecure attachment or who have experienced trauma may struggle with rules, but establishing firm boundaries is important for them to feel safe. A positive relationship between pupils and staff is essential for the pupils to learn to keep within boundaries over time. Rules are more effective when they are positively framed from adults who have positive relationships with pupils, and used to reinforce and develop desired behaviours.

Teachers will be responsible for developing class rules in conjunction with their pupils, making it clear what is expected in their learning environment to keep each other safe, trust each other and enjoy learning. These rules are then approved by the Head of School. All class rules should be underpinned by our school values **Kindness, Courage, Curiosity and Pride**.

The provision of a safe and predictable learning environment, where all staff act as positive role models at all times, is paramount and all staff are expected to provide clear and regular routines that support the implementation of rules and ensure Maslow's Hierarchy of Needs are met. Pupils need to be familiar with the expectations of staff over their behaviour. Therefore consistency and the regular maintenance of high standards is highly important for the pupils to feel safe. Structure and routines are expected to be in place for pupils on arrival at school and throughout the entire day - including lunch – until pupils leave the premises.

As a school, we have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable.' Any non-criminal inappropriate behaviour or bullying that occurs off the school premises that is witnessed by a member of staff or is reported to the school will also be managed in line with this policy.

3.0 Uniform

At Springwell we believe that wearing a school uniform is an important part of creating a successful, purposeful learning community. We want our pupils to be proud of their school and proud of themselves and our uniform helps to promote feelings of belonging and togetherness.

Our uniform has been designed to be smart and practical at a minimum cost to parents and carers. It is a means by which pupils can clearly identify with the school and one through which the local community can identify us. To support this ethos, we provide all of our pupils with their first sweatshirt and first two polo shirts free of charge.

Compulsory items of uniform are:

- Turquoise polo shirt with logo
- Grey Sweatshirt with logo
- Plain back trousers
- Black shoes or trainers

4.0 Rewards, Sanctions & Logical Consequences

Springwell Learning Community believes that a combination of intrinsic and extrinsic rewards helps to motivate and enhance the learning outcomes of every pupil. Intrinsic rewards, those directly related to the

task at hand, motivate a child to want to learn and achieve and contribute to a growth mindset, development of self-esteem and self worth. Intrinsic rewards may include:

- Recognition of achievement.
- Specific and targeted praise and encouragement.
- Sharing good work and behaviour with peers or adults.
- A feeling of achievement and accomplishment.

Extrinsic rewards are often tangible and are given to a child as a result of achieving a particular objective. It is recognised that extrinsic rewards can promote a child or young person to want to repeat a desired behaviour. However, extrinsic rewards should be used in a structured, age appropriate and planned manner so as not to build an over reliance on tangible rewards. Extrinsic rewards may include:

- Stickers
- Certificates
- Points
- Reward trips

The school believes that logical consequences are far more powerful than punishment in supporting children and young people to change their behaviour. A logical consequence is one which directly relates to the socially invalid behaviour and supports a child to learn from an incident as opposed to punishing them for it. Any logical consequence implemented at the school will provide the pupil with an opportunity to reflect upon and repair the outcomes of their actions or behaviour. Any consequence or sanction used at Springwell Learning Community will not induce shame or a loss of dignity for the child.

Following communication with parents and carers, pupils may be brought back to school after normal school hours for an agreed period of time for reflection and reparation of relationships using restorative processes and to catch up work missed.

5.0 Role of the Care Team

The Care Team is based at the Springwell Special Academy site and has specific responsibility for the care of pupils who are struggling to access learning. Care Team Leaders direct the team to support staff both in and out of the classroom with specialist behaviour management.

The Care Team will:

- Support staff in dealing with those pupils that are struggling to access learning.
- Care for the needs of pupils who are unable to access learning, and support a swift and safe reintegration into learning.
- Use specialist techniques of de-escalation, deflection and reparation in order to reduce the loss of learning time to a minimum.
- Provide authentic care for all pupils based on unconditional positive regard taking into account individual pupil needs, disabilities and vulnerabilities.
- Provide specialist advice and guidance for staff on all aspects of behaviour management including positive handling.
- Keep clear and accurate data records on incidents that can be used to inform intervention and behaviour planning.
- Develop individual behaviour plans in conjunction with staff, pupils, parents and partner agencies.

6.0 Support Systems

6.1 Support for Pupils

In addition to regular teaching and learning about positive behaviour and regular attendance underpinned by a nurture approach, the school provides the following support to pupils:

- Use of the Early Help Assessment process to identify and support emerging unmet needs
- Liaison with parents/carers, previous schools, outside agencies and services
- Regular pastoral reviews to identify pupils most at risk
- The delivery of an appropriate curriculum
- Access to the specialist interventions
- Regular contact with parents and carers to inform them of progress being made by their child and with regard to the celebration of achievement and behavioural achievements.
- Contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation.
- Peer support and buddy schemes

6.2 Support for Parents and Carers

In addition to involving parents and carers at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:

- Pastoral Team advice and support
- Parenting Support Programmes and other voluntary parenting skills courses
- Family Learning Days

6.3 Support for Staff

At Springwell Learning Community, staff share and discuss ideas in a professional, positive, supportive and developmental atmosphere e.g. through directed meetings which focus on:

- Ensuring all interventions focus on trying to modify the behaviour or teach the pupil alternative ways of behaving or responding to a situation
- Supporting the analysis of behaviour in order to produce, implement and review Positive Handling Plans
- Developing systems for getting help quickly from outside the classroom e.g. SLT and/or Care Team support

7.0 Positive Handling

Springwell Learning Community is committed to its responsibilities to keep all pupils and staff safe from harm. The term 'positive handling' is used to describe a range of approaches including distraction and de-escalation and the creation of safe and nurturing learning environments and routines. Whilst the school uses a range of de-escalation strategies and interventions it is recognised that there may be occasions where use of physical intervention is reasonable, proportionate and necessary to maintain safety, maintain good order or to prevent a criminal act.

In line with DfE guidance '[Use of Reasonable Force](#)' all members of staff have a legal power to use reasonable force. It is, however, imperative that this happens only when necessary and that where reasonable force is used it is the least restrictive method and for the shortest possible time. Force or physical intervention will never be used as punishment.

Any pupil who is identified as being at risk of requiring physical intervention will have a 'Positive Handling Plan.' This plan will detail a range of strategies, specific to the pupil, to use in order to reduce or eliminate the need for physical intervention. The school seeks to form these plans with the support of parents, carers and pupils. All plans are reviewed on a regular basis.

All staff at Springwell Learning Community are trained in the use of 'Team Teach.' Team Teach is a holistic approach to managing behaviour which focuses primarily on distraction and de-escalation alongside a number of physical intervention techniques. Any incident of a child becoming emotionally dysregulated or displaying challenging or socially invalid behaviour is documented on the SchoolPod 'Behaviour Log' slip.

Any use of physical intervention at Springwell Learning Community is documented on the SchoolPod 'Serious Incident Log' slip and parents/carers are informed. Any use of advanced physical techniques such as 'Front Ground Recovery', 'Back Ground Recovery' or 'Shield Ground Recovery' are also reported to the Local Authority Designated Officer (LADO) and directly to Team Teach.

De-escalation rooms or alternative safe spaces may be used to support pupils in crisis. When using these rooms, pupils are always supervised. Springwell does not use seclusion at any time and pupils in crisis are always supported and monitored by members of staff. If a pupil asks to be left alone, staff may withdraw in line with that pupil's handling plan and monitor them through the window or viewer.

8.0 Mobile Phones

Communications between parents and pupils during the school day should only occur through the school's official communication channels. Parents are expected to contact reception whilst pupils wishing to contact home must speak to their teacher and ask to report to the main office.

Pupils should not bring mobile phones into school. Where parents allow their children to use mobile phones on the journey to and from school, devices should be handed in at the school gate. Any pupil using their phone will have their mobile phone confiscated; use in this case will be determined by the phone being seen.

All confiscated or stored phones will be handed into the main school office or pastoral office, which accepts no responsibility for loss, theft or damage of any phone, mp3 player or other device brought into school. They will be returned to the pupil at the end of the day or week or to a parent depending upon the nature of the incident and whether or not this is a repeat offence.

It is forbidden to record photographic images (still or video) or sound recordings of staff and pupils or to post or share any images taken in the course of the school day. Any pupil caught filming another person (and/or uploading images or video onto the Internet) will have their device confiscated. If the action is repeated or of a serious nature, the matter will be treated as a serious disciplinary issue, the child's parents will be informed and the police may be notified.

9.0 Smoking

For the safety of everyone at Springwell Learning Community, smoking or vaping are not permitted in or around any of the school premises. Smoking or vaping products and paraphernalia are not permitted on the school site.

In line with the Department for Education guidance, '[Searching, Screening and Confiscation](#)', where it is known or suspected that a pupil is in possession of any item banned under the school rules, staff may undertake a search of the pupil or their belongings, with their consent. If the pupil does not consent to the search, the Head of School may authorise a search to be conducted without the pupil's consent.

Any prohibited item found during the course of a search will either be retained for collection by an appropriate adult or disposed of in line with the judgement of the Head of School. The school does not accept any liability for loss or damage to any item of property whilst on the school site.

Any illegal or controlled item found during the course of a search will be brought to the immediate attention of the police.

10.0 Bullying

Bullying or harassment of any form will not be tolerated at Springwell Learning Community. Every member of our school community has the right to come to school free from fear or worry. To ensure we continue to provide a learning environment that is free from bullying, hate and harassment the school has a separate Anti-Bullying policy.

11.0 Complaints

If a pupil or parent feels that the measures in the behaviour for learning policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure.