



Policy Name	Behaviour Policy
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Mission

Learning is for everyone is our pledge and through working together to teach children and young people in a safe, orderly, and supportively challenging environment, inspiring them to learn, excel and grow to be proud of their achievements

Vision

Old Farm School aims to provide a transparent and consistent approach to supporting pupils identified as having additional educational needs as well as social, emotional and mental health needs. (SEMH)

Values

- A safe and orderly school environment for all
- A focus on all children and young people
- The offer of a curriculum to engage, stimulate, support and challenge
- Empowering Leadership all levels and permeate the need for Teamwork throughout Old Farm School and partners we work along side
- All Our partners Satisfaction and Support

Guiding Principles

1.The safety, education, and welfare of our children, young people and our staff, are our priorities, and this must be reflected in our actions and our facilities.

2.A safe, supportive environment nurtures teaching and learning and understand the holistic approach of positive outcomes

3.Excellent teachers and support, quality advice and support are the foundation to positive outcomes. All educators are accountable for the quality of work provided to children and young people and they must be committed to the continuous improvement of that work.

4.All educators and staff must be continuous learners. They must be disciplined people, with disciplined thought and disciplined action.

5.The purpose of the OLD FARM SCHOOL is to ensure that each child or young person develops the capacity to think, reason and accept each other. All children and young people must develop those understandings, skills, and habits of the mind which make it possible to participate fully in the life of a diverse society and culture.

6.The focus of all OLD FARM SCHOOL' activities must be on providing children and young people with quality experiences which engages them in meaningful learning.

7.Every child and young person must be understood, encouraged and supported to surpass their current level of learning for life. Differentiation is to include all children and young people therefore every attempt has to be made to match the diverse style of learning and varying levels.

8.All resources (time, people, space, information, budget, and technology) must be used effectively, efficiently, and continuously evaluated to improve the quality of education provided for our children and young people

9.A home/school/community partnership with open communication is essential in providing each child and young person the support needed to be successful.

10.Each parent or carer is a welcomed partner with the OLD FARM SCHOOL in providing a quality education to his/her child. Partnership input into every aspect of what we do as an OLD FARM SCHOOL is absolutely essential to everyone's success. In line with The Special Educational Needs (SEN) Code of Practice (2014) Old Farm School adopts an integrated approach in meeting the SEMH needs

Promoting Positive Behaviour

Old Farm School recognises the importance of promoting positive behaviour within our schools. It is the aim of Old Farm School to create an environment where pupils and staff are respected and valued. It is within this stable, positive environment that the social, emotional and behavioural needs are met.

The key principles underlying this policy are the formation and continuance of positive and appropriate relationships between staff and pupils. These relationships are built upon mutual respect for each other thus engendering respect for self and the learning environment.

Old Farm School aims to;

- Create a framework within which staff and pupils can develop positive meaningful relationships, utilising the terms of Ready, Respect, Safe
- Provide a safe and secure learning and teaching environment within which pupils and staff are valued and where young people can be assisted to reach their full potential
- To provide support for pupils in all aspects of their lives offering assistance in the transition from school pupil into the world of work and early adulthood.

Promoting Positive Behaviour is a continuous cycle of improvement that is owned by everyone within Old Farm School and Highfield North East. The Senior Management Team, Head Teacher, teachers, education assistants and skills instructors are all aware of their role and responsibilities in the delivery of appropriate education, pastoral care and behaviour management within the organisation. All staff have responsibility for the development and implementation of programmes of learning that meet the needs of our pupils.

The proprietor recognises the need for a well-trained, competent workforce that can meet the complex social, emotional, mental health needs of our pupils. The leadership and the staff have freedom within the organisational framework to develop and deliver innovative practice which promotes positive behaviour within the school.

All systems in place are monitored and evaluated with good practice being disseminated and implemented throughout the organisation.

Old Farm School whilst offering specialist provision operates an inclusive approach to all pupils placed within our schools. Pupils can be supported in a group setting, small intensive group support or individual setting, offering an appropriate curriculum whilst addressing difficulties in a wider context.

The behaviour displayed by the young people is a manifestation of many factors. Old Farm School is committed to a holistic approach in meeting individual needs and to this end we work closely with colleagues from Psychological Services, CAMHS and Social Work Departments all of which assist in the promotion of positive behaviour.

Issues relating to curriculum accessibility and suitability are addressed during the initial assessment period. From this assessment, a curriculum designed to be both stimulating and challenging can be tailored to meet individual need. Access to an appropriate curriculum is an important strand in our promotion of positive behaviour.

Old Farm School works closely with parents and carers. Regular contact both oral and written is maintained. Parents and carers are encouraged to share any difficulties that they have identified and are offered support and guidance in this matter. Pastoral visits to the pupil's home take place regularly and are viewed as being a positive intervention as well as a relationship building exercise between the learning centre and the pupil's life external to the formal learning environment.

A variety of approaches are adopted within Old Farm School in the promotion of positive behaviour;

Praise and Reward

Old Farm School acknowledges the value of praise and reward as a methodology for promoting positive behaviour. SLT's with their staff are charged with the development of systems appropriate to their establishment. However, all recognise that praise both oral and written is a powerful motivating factor in achieving positive outcomes for young people. Rewards are granted in line with the age and stage of all pupils and always hold some educational value.

Many of the young people within Old Farm School have low self-esteem and feelings of poor self-worth. This in turn is often the vehicle for their oppositional behaviours. Praise and reward used appropriately can lead to heightened self-worth thus improving not only behaviour but also educational attainment.

Celebrating Success

Old Farm School is committed to celebrating the successes of both pupils and staff. By this celebration of success all associated with Old Farm School are encouraged to reach their full potential. A range of strategies and events are in place in each school to celebrate success, these range from informal events in class to open days and events where everyone involved in the care and education of the pupil are invited. Each learning centre has its own diary of events.

Expectations and Consequences

Each school has an expectation appropriate to the age and stage of the children and young people. The expectation is displayed in the centre both in teaching and recreational areas. Each school has developed its own expectations, taking into consideration the views of the pupils by way of the circle. The expectations outline a consistency of approach to the young people whilst outlining what is expected of them in the learning environment.

De-Escalation Techniques

Old Farm School employs the use of Team Teach as a methodology of crisis prevention and behaviour management. The spirit, intent and philosophy of Team Teach is that crisis can be used as an opportunity for learning and development. The primary objective of Team Teach is to help the pupil develop appropriate responses to their environment that assists them in their social and emotional development. Staff are fully trained in the use of all aspects of the Team Teach programme. The de-escalation techniques of the programme form a behavioural management system from which pupils can learn whilst being educated and cared for in a safe and secure environment.

Team Teach

Staff are trained in the physical intervention techniques as contained within the Team Teach programme. The intervention skills that are taught in the Team Teach programme may be used within Old Farm School facilities. Staff receive regular training and updates on this programme. Holding safely (non-restrictive and restrictive) will only be used if the pupil is displaying behaviour that is either
dangerous to themselves
dangerous to others (pupils, staff and visitors to OFS)
others.

A trained hold will only be employed for the minimum time necessary and will cease when the pupil is calm and safe. After any hold/guide has taken place, staff will 'check in' with all pupils concerned. This time is used as a learning experience for both staff and pupil, this will be shared with parent/carers. It is hoped that the pupil will learn from the experience and will develop the skills that will allow them regulate and re-engage positively.

Through the implementation and commitment to this policy Old Farm School aims to maintain an ethos where pupils and staff are respected and valued.

Consequences Aims:

We aim to encourage behaviours that enable our pupils to:

- Access the full range of learning opportunities in a calm positive environment
- Appreciate the needs of others
- Behave appropriately in a wide range of social and educational settings
- Monitor and control their own behaviour with increasing independence
- Maintain, build and repair relationships

Principles:

We are committed to providing:

- A therapeutic, nurturing, safe and calm learning environment for pupils and staff. Using the Playfulness, Acceptance, Curiosity and Empathy (PACE)
- The support that our pupils need to learn how to monitor and control their own behaviour
- Clear rules and boundaries of expectations with consistency across the school
- A positive, proactive, reflective approach to behaviour management
- Early intervention and prevention to minimise the use of physical intervention
- Clear communication & consistent routines for pupils
- An environment which shows respect for the individuality of our pupils

How do we achieve this?

- A range of agreed whole school approaches including Restorative approaches
- Clear pathways of communication between all staff and other organisations.
- Clear and concise positive instructions.
- Pupils to be given time to reflect & comply before adult intervention
- Pupils given the opportunity to request time out and space to allow self-regulation of behaviour
- A frequent and consistent approach to giving encouragement, praise and rewards.
- Consistent clear boundaries
- Expectations visible in every room
- Working with parents/carers and Old Farm School North East residential services
- Appropriate agreed sanctions – to be used after receiving agreement with Head teacher and following a restorative discussion if appropriate
- Meet pupils physical and emotional needs
- Praise in public, address issues on an individual basis
- Praise the pupils who are behaving
- Individual behaviour support plans and risk assessments for identified pupils and these must be updated at
- Positive verbal intervention
- Anticipating difficult situations, changing needs and effects of change both internally and externally
- Good communication assisted by a nurturing approach to all round learning
- To keep all safe physical intervention maybe used in line with school agreed policy and TT (Team Teach),
- Regular training and effective induction

Any use of team teach restrictive or non-restrictive positive intervention will be reported to parents/carers on the same day. Parents/carers can have access to the documentation on request. All correspondence with parents/carers is documented in the pupil files (chronology)

The proprietor will be informed of all use of RPI and NRPI.

Pupil behaviour Observations

All pupil observations are recorded on Educator online. They are used to update safety plans (where new behaviours are observed) and to help gain an understanding into behaviour. We believe behaviour is a form of communication and therefore should never be ignored.

Significant Incidents – Form B and C

All significant incidents will be logged on a form B and issued with a reference number which will correlate with the bound and numbered book. Any RPI or NRPI will be documented on form B and C, which has to be completed on the same day. We also have a significant Incident bound and numbered book which references pupils involved, staff involved, date, time and outcome. Staff involved will receive a debriefing meeting which will be recorded to support both pupils and staff.

Our communication with external agencies

We believe behaviour is a form of communication and therefore should never be ignored and we

should be vigilant in noticing changes, patterns and voice concern relating to all our pupils.

On occasions we have to consult with the LA, to ensure all a pupil's needs are being met and that OFS is the most appropriate placement, the EHCP process will be initiated and there will be an early review called to discuss 'moving forward, but with view of supporting all pupils at OFS. In addition to this if we are worried or concerned about a pupil's safety, we will make a safer referral. Where appropriate we will speak with parents/carers to ascertain context and explain the reason for a safer referral. (Please refer to OFS CP Policy 2023-25)

Pupil PRAG rating

Old Farm School School's rewards system uses four categories: red, amber, green and purple Old Farm School works hard to treat every pupil fairly and consistently. Therefore, each lesson is viewed differently and as a fresh start, therefore ratings cannot be influenced by previous behaviour. Staff can choose from a list of pre-set criteria or whatever they deem appropriate for awarding a rating. These are consulted and agreed upon on an annual basis with staff and pupils. However, Old Farm School knows that every pupil responds differently, therefore staff can enter their own reasons for awarding rating after discussion with the pupil.

Pupils are PRAG rated (in line with our mentoring system) and parents and pupils are informed accordingly. This is encouraged so that pupils acquire sense of responsibility

Expectations

- Be Ready, Be Respectful, Be Safe
- Follow instructions
- Speak appropriately to everyone
- Keep hands and feet to yourself
- Look after your environment

List of Positive Consequences (to be used as appropriate)

- Praise
- Additional responsibility time
- Opportunity to represent school
- Pupil of the week
- End of half term reward
- Dojo points
- Postcards Home

List of Negative Consequences (to be used as appropriate)

- Supported verbal warning
- On call assistance - removal where appropriate
- Exclusion- Only the Head Teacher or Deputy Head Teacher can make such decision.
- Police involvement if required to be authorised by SLT only