



Russell House Behaviour Policy

Date of last review:	2021	Review period:	2 Years
Date of next review:	2023	Written by:	Abby Baker
Type of policy:	Non-statutory	Committee:	FGB
Signature:			

POLICY STATEMENT

Russell House is committed to creating an environment where exemplary behaviour is at the heart of positive practice. All students are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage other to do the same by presenting as role models to each other.

Recognising the sensitive needs of our students means we allow for a differentiated approach that incorporates whole school values outlined in our Statement of Purpose:

- Enthusiasm
- Resilience
- Honesty
- Teamwork
- Trust

PUBLICATION

All staff are made aware of this policy. It is also available online on the school website. Parents may request a hard copy from the school or review the policy on the school website.

POLICY AIMS

Through the operation of this policy, we aim to:

- Create a culture at Russell House of exceptionally good behaviour for community life.
- Ensure that all students are treated fairly, shown respect and to promote good relationships.
- To help students take control of their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, good humour, respect and empathy for others.
- To celebrate successes of individual students through recognition of positive behaviour.

POLICY PURPOSE

To provide simple, practical procedures for staff and students that:

- Recognise behavioural norms.
- Positively reinforce behavioural norms.
- Promote self-esteem and discipline.
- Teach appropriate behaviour through positive interactions and role model behaviour.
- Develop a consistent environment that echoes core values of school.

RESPONSIBILITY

The Governors delegate appropriate responsibilities for the day-to-day management of Russell House to the Head of Care and Headteacher. In practice, all members of staff contribute to the safety of pupils at Russell House by providing appropriate supervision in accordance with the directions of the Head of Care and the Headteacher.

BEHAVIOUR SUPPORT FOR STUDENTS

Support offered to our students is simple, clear and coherent. Knowing what is expected of them and following a consistent daily routine allows students to feel safe in their environment.

The following protocols in place at Russell House promote positive behaviours at all times.

Student Code of Conduct – When joining Russell House students are encouraged to sign a ‘Student Code of Conduct’ which is available in written word and widget symbol form. This highlights what is expected of students at Russell House regarding areas such as health and safety, consideration of others, participation, following of hygiene routines, responsibility of belongings and following reasonable instruction.

Russell House Rules – A comprehensive set of rules are displayed around the house in widget form for students to adhere to at all times. These are regularly reviewed by staff and students.

Student Forum – These meetings take place every half term and are a platform for our students to voice any concerns they have and wish to share with the group. This can include reviewing house rules and routines which in turn can impact on behaviour, resulting in positive outcomes.

Let’s Talk – These sessions are between small groups of students of similar ability and 1-2 staff members. They are an opportunity for discussions around feelings and emotions. Students are able to ask each other or staff questions which prompts discussions around different topics in a calm, safe environment.

Communication Area – This area in Russell House is a quiet space for students to communicate how they are feeling in confidence to staff. Resources are available including photographs, symbols, pen and paper to allow students to share concerns and place in confidential box. Staff acknowledge all concerns and sit with students to discuss and agree on action to be taken to alleviate concern. This early intervention can often act as deterrent to some behaviours.

BEHAVIOUR MANAGEMENT STRATEGIES

At Russell House we believe consistency is key ensuring structure and routines are in place and followed.

Staff will always:

1. Set clear expectations.
2. Model positive behaviour.
3. Be consistent.
4. Acknowledge positive efforts.
5. Evaluate success.

Russell House staff work closely with school staff to ensure continuity of approach is seen in both settings. All students have an **Individual Behaviour Plan** which is used in conjunction with school stating coping strategies to be used for individual behaviours. These are regularly reviewed by key worker and class teacher at Team Around the Child meetings (TAC).

Any changes in behaviours or concerns of individual students are discussed at staff meetings and coping strategies/interventions put in place as a response then adhered to by all staff.

CELEBRATING POSITIVITY

Students are supported to receive rewards at Russell House based around their personal likes. In addition, Russell House will nominate a 'student of the week' and a celebration event will be held to recognise this along with a certificate and small prize.

Students who go above and beyond may also receive a reward such as choice of favourite activity or meal. Positive behaviours are all recorded on CPOMS and class teachers alerted. Also, Russell House has a Rewards Book where positive behaviours are logged with a section for 'young person's comment' so students' opinions are heard and recognised. This recording also allows Russell House staff and school to monitor progress.

RECORDING BEHAVIOUR

Russell House recognises the importance of recording both positive and negative behaviours. All behaviours are recorded on each students profile on our 'CPOMS' management information system and can be used to produce an accurate picture of our students that can inform appropriate interventions and ensure that behaviour is positive.

Where possible the following headlines should be used as guide to completing a CPOMS entry;

- any "antecedents" or "triggers";
- the nature of the behaviour and any effect that it has had (such as any injury or damage caused);
- the time and duration of the incident;
- the staff present and any witnesses;
- any consequence following the incident;
- the details of any debriefing offered to the pupil with details;
- the name of the staff member completing the form.

This information must be recorded within 24 hours of the behavioural incident occurring.

All staff at Russell House will receive Team Teach training and, in accordance with the Positive Handling Policy, may have to use positive handling to keep students safe. This will only happen in 'last resort' scenarios when other strategies have been unsuccessful in reducing the intensity of the students' behaviours. In the event that any positive handling has been used, the staff member involved in the positive handling must complete all sections within an incident report in the "bound book". This is a legally binding record of the incident and response and must be completed within 24 hours of the incident occurring. The "bound book" is located in the main office at Russell House. Any student that has been positively handled will need to have a risk reduction plan produced immediately and this needs to be shared and agreed by parents.

POST INCIDENT SUPPORT (DEBRIEFING)

Russell House recognises that incidents of challenging behaviour can impact and stir feelings/emotions amongst students and staff.

Therefore, our students and staff alike are offered de-briefing and/or support following all incidents of severe challenging behaviour that occur. Where possible, this is completed on the same working day or the following morning.

FOR STAFF:

This can be accessed for staff by liaising with trusted colleagues or through direct contact with a line manager or Head of Care. This may include a discussion about the incident if it is known that this will not re-traumatise the staff member or where the staff member chooses to talk about this. This meeting is confidential and a record that it has occurred (or been offered) is retained. In some cases, the meeting and its content may be recorded in confidential staff supervision notes.

FOR STUDENTS:

This is completed following the de-escalation of the incident and how this is delivered is dependent on the individuals emotional needs. Russell House has several quiet areas that can be accessed to assist with de-escalation including the enclosed garden area which many students find beneficial.

Russell House has a '**Reflections Book**' for students which allows them to discuss incidents that have taken place and reflect on their behaviours, focussing on their thoughts and feelings around the situation. This is completed with support of staff and monitored regularly by Head and Deputy Head of Care.

OTHER CONSIDERATIONS:

As well as severe challenging behaviour, it is important to ensure that appropriate post incident support is offered/given following a range of other events which may include (this list is not exhaustive):

FOR STUDENTS:

- The witnessing of a significant event or incident.
- The witnessing of a significant accident or injury involving another person.
- An event that has made the pupil sufficiently scared or upset that it has caused a degree of trauma.
- Bullying.

FOR STAFF:

- The witnessing of a significant event or incident.
- An incident involving aggressive confrontation with another person.
- An incident of a disclosure of abuse being made by a student.

BEHAVIOUR MONITORING

The Head of Care and Deputy meet fortnightly to monitor all behaviours displayed at Russell House and feedback regularly with the team at staff meetings. Key workers liaise with class teachers to ensure a consistent approach of coping strategies are implemented by all. Any amendments to IBP's and RRP's are shared with the staff team immediately.

Please refer to the following policies in support of this policy:

- Anti-bullying Policy
- Positive Handling (including Use of Reasonable Force)
- Screening, Searching and Confiscating
- Allegations of Abuse Against Teachers and Other Staff Policy