



Behaviour Policy

Author: S.Boyle/S.Shires
Issue Date: April 2020

To be reviewed: April 2021

Rationale

Self control and positive behaviour are necessary conditions for effective teaching and learning to take place. They are also an important outcome of successful education. Children are taught from the beginning of their journey at our school about the importance of building healthy relationships with others and recognising and managing their feelings. We aim to nurture our children to develop self control and self-respect as they grow into responsible members of society.

Purposes

To promote a 'values' based ethos where: -

- Everyone is welcomed, encouraged and included.
- Agreed values and clear expectations are established and acted upon positively, fairly and consistently.
- Good behaviour and effort based on growth mind-set principles are encouraged and used as a model for others to follow.
- All members of the school community are treated with respect and consideration.
- Property is respected and pride in the school and each other is nurtured.
- Negative attitudes and behaviour are dealt with promptly in a clear, calm, consistent and positive way.
- Parents are fully involved in the process of promoting high standards of behaviour.
- Children are taught to understand that they have a responsibility for their own actions and to contribute to the school community.
- A calm, happy and positive environment is the norm in all areas of the school and on the playground.

Guidelines

- All adults are responsible for the behaviour of all children. Adults should act as good role models and should model our agreed values at all times.
- School and classroom rules will be agreed, displayed and referred to as a strategy to support positive behaviour choices – these will focus on positive rather than negative statements for example Ready, Respect, Safe.
- Children will be encouraged to become self-disciplined and reflective. They will be taught to be responsible for their own actions and to develop their confidence, independence and self-control through discussion, role-play and reflection.
- Children will be taught to reflect upon the consequences of negative behaviour. They will also be taught to understand the need to improve inappropriate behaviour choices and they will be helped, within a climate that promotes both forgiveness and restorative justice, to make a new start.

- Children where necessary will have access to a quiet space where they will be supported to co-regulate with a familiar adult to use calming down strategies by a member of staff.
- Parents will be informed of the school's expectations and they will be informed and involved at an early stage if problems occur.
- Work within each class will take account of individual abilities and needs. This will ensure we channel each pupil's enthusiasm positively and it will maintain each individual's self esteem.
- We will give the child experiencing difficulties time to regain self-control and calm down to reflect on their behaviour choices without disrupting the learning of others.
- We will suggest strategies for improving inappropriate behaviour based on solution focus and emotional literacy guidelines.
- Incidents of inappropriate behaviour will be recorded by the Class Teacher on a chronology, reported to parents and the school's Head of Inclusion and SENDCo if required.
- Behaviour, including behaviour that required physical intervention, will be recorded on CPOMS, parents informed and their impact will be evaluated with the Head of Inclusion.

Rewards and Sanctions

We aim to promote good behaviour and a positive and happy learning environment within the school by giving children who demonstrate our values a high profile. Examples of good behaviour and demonstration of positive values, within the classroom and on the playground, will be highlighted and acknowledged as part of our values based approach in whole school worship. This type of reward helps to identify positive aspects of each child's behaviour and helps to make the children aware of their attributes and qualities and so builds self esteem.

Rewards include:

- Praise – this is the most powerful tool for the majority of children.
- Recognition in front of the group or class or privately according to child's needs
- Recognition at celebration worship through a values leaf or perseverance star
- Sharing certificates or awards for sport and other achievements outside of school e.g. clubs
- Informing parents/notes home to parents
- A whole school reward system

Each class may develop a reward system to promote team work and cooperation within the class such as accumulated golden time or extra playtime points.

Lunchtime supervisors play a very important role in modelling positive values and thereby maintaining good discipline at lunchtimes. Therefore, they will be involved directly in the development and implementation of this policy.

NB. Edible rewards will not be given.

Sanctions

1. Register disapproval and explain why in a calm and supportive manner. Adults will focus on the behaviour rather than the child, they will offer alternative, improved behaviour choices, they will provide space and time for quiet reflection. They will resist raising their voice except in a dangerous situation (e.g. to stop a child running towards a road) they will give children attention for positive rather than negative behaviours.
2. Relocate the child within the classroom to facilitate improved behaviour and concentration which can be praised.
3. Withdraw the child for a short period with a TA to a place where they can calm down and reflect - if necessary seek support from a senior member of staff.
4. At an appropriate time ask the child to confront the inappropriate behaviour and agree a remedy such as an apology or writing/drawing what happened during the incident and considering different outcomes.
5. Ask the child to complete extra or alternative work.
6. Loss of privileges e.g. a section of playtime.
7. Parents will be informed when an incident is sufficiently serious or if a pattern of poor behaviour is apparent.
8. Exclusion from trips or voluntary activities. This will only be considered after completion of a risk assessment and making reasonable adjustments demonstrate a high risk to health and safety. **This can only be used by the Head Teacher**
9. Exclusion during lunchtime. **This can only be used by the Head Teacher and will be recorded as a ½ day exclusion.**
10. Fixed term exclusion from school. **This can only be authorised by the Head Teacher.**

Support Systems for Individual Pupil Need

1. If there is a persistent problem, identified by the Class Teacher on the initial concerns form, the Class Teacher and the SENDCo will draw up a Send Support Plan for SEMH/Behaviour to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including mid-day supervisors. This will give a consistent approach throughout the school day. Circle time and reflection time will be used to create a supportive environment and increase of self-esteem. A home/school book may be started to maintain positive communication with parents.

The expert team in the nurture provision will give behaviour management and modification advice.

2. **SEND support** - if the difficulty continues, together we will work with outside agencies including The Jigsaw Centre (the Behaviour Support service) to seek solutions to support the pupil (see our Local Offer). For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. positive play, circle of friends, peer buddies). The expert team in the nurture provision will also continue to give advice and support as necessary.

Our school has a very successful and inclusive nurture provision for pupils with profound additional needs in the area of SEMH (Social, Emotional and Mental Health). This provision 'transforms the lives' of these pupils (SIAMS Inspection Report June 2019) enabled by the inclusive, personalised approach to behaviour management and modification.

Due to the profound SEMH needs of the pupils in the provision, there are occasions when a high level of co-regulation with an adult is required to enable a pupil to regain self control and calm. This includes the use of physical intervention (positive handling) strategies, which is outlined in the Behaviour Support Plan (Appendix 1). This approach may be required to support the needs of other pupils within the school. Physical intervention techniques will only be used by trained members of staff and records maintained on CPOMS. Parents will be informed of an incident when physical intervention was necessary.

Support Systems for Staff

School will support all adults working with pupils to ensure they are able to maintain positive relationships and are safe. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the school's Safeguarding and Child Protection policy. All staff have read and understand this policy in order that behaviour management is consistent throughout the school.

Support Systems for Parents/Carers

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will, when possible, be contacted in advance to arrange an appointment.

The SENDCo sends regular correspondence to parents/carers regarding the support available and the SENDIASS (Special Educational Needs and Disabilities Information and Advice Support Service). This network is an independent organisation which can give impartial advice to parents for children with SEND.

See also:-

- SEMH/Nuture Provision Policy
- Physical Intervention Policy

- Child Protection and Safeguarding Policy
- Exclusion Policy
- Equal Opportunities Plan Policy

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy document was produced in consultation with the school community (pupil and parent surveys), staff and governors.

This document is freely available to the entire school community via our website.

It will be reviewed on an annual basis.

APPENDIX 1

Silsoe VC Lower School

SEMH Nurture Provision (Conifer Class) - Behaviour Support Plan

Name of Child: _____

Date of Completion: _____

Due to the profound SEMH needs of the pupils in the Nurture Provision, there are occasions when a higher level of co-regulation with an adult is required to enable a pupil to re-gain self-control and calm. This includes the use of physical intervention (positive handling) strategies,

Should an incident occur when it becomes clear that a child is not responding to de-escalation and/or distraction strategies and that their behaviour may require physical intervention, the following steps will be taken. It is unusual for all of the steps to be needed on each occasion.

Step 1:

The child is given a quiet reminder of the expected behaviour, their personal target and/or how to improve their behaviour in a positive way. Support is given by a familiar adult at this point to distract or de-escalate the behaviour (co-regulation).

Step 2:

The child is escorted/guided to the quiet room (when in Conifer class), a quiet area of the classroom or just outside the classroom (including outdoors if appropriate) in order to have calm down using strategies discussed in class. There will be members of staff familiar to the child present at all times to offer reassurance and support.

By this stage, the child will usually have used the strategies to calm down, apologise and be ready to rejoin the group. However, if their behaviour prevents them from doing this and they are intent on attempting to cause harm to himself/herself or to others, cause damage to property, run away or cause persistent disruption to the learning of others, the next step may be taken. If the incident occurs within the main school, and it is clear to adults present that the child is not ready to rejoin the class, he/she is escorted back to Conifer class.

Step 3:

If, as above, the child is persistently and intentionally causing disruption, attempting to cause harm to himself/herself or others or attempting to cause damage to property, physical intervention (positive handling) may be required to significantly reduce this risk. This involves a minimum of two members of staff who are trained in the safe use of Physical Intervention (Team Teach) techniques to hold the child in a secure but

comfortable position to enable him/her to regain self-control and reduce risk of harm. Co-regulation will continue for as long as is necessary to enable the child to calm and feel in control of their behaviour.

Step 4:

Trained members of staff will continue to monitor the child's behaviour to reduce the risk of repeated escalation.

Physical intervention (Risk Reduction/Positive Handling), where possible, is carried out with the minimum of fuss so that the child does not feel humiliated. The adults constantly reassure the child and encourage him/her to use the strategies to become calm. Minimum force is used, for minimum time to prevent harm to self or others. There may be minimal discomfort with some disengagement techniques.

After an incident of physical intervention the child is always debriefed. This is where the adults and child discuss, in a personalised way, what led to the situation, why it was necessary to use physical intervention and what the child could do next time to keep self-control.

If physical intervention is used, an incident form and a record in the Bound and Numbered Book are completed and emailed securely to Oakbank Special School where records are collated. The head teacher is notified and the parents will be informed verbally or by email or the home/school book.

Step 3 is not always necessary but may be vital in order to protect the child concerned, the other children and members of staff. If such an incident was not contained in this way, it could result in compulsory permanent exclusion.

A copy of the Physical Intervention policy is accessible on our website, please read this for future reference.

I/We understand that the above steps may need to be followed in order to protect my child, other children and members of staff.

Signed _____

Date _____

Please print name(s) _____
