BEHAVIOUR POLICY DOCUMENT

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Original Document 1995

1st review 1996

2nd review 1998

3rd review 2000

4th review 2003

5th review 2007

6th review 2011

7th review 2012

8th review 2013

9th review 2014

10th review 2016

Reviewed and updated 18th July 2017

Behaviour Principles Written Statement

Southgate School along with its governing body, strongly believe in the Nurture approach and has developed the classrooms to operate as Nurture Rooms. The six Nurture Principles are:-

- Children's learning is understood developmentally

- The classroom offers a safe-base

- Nurture is important for the development of self-esteem

- Language is understood as a vital means of communication

- All behaviour is communication

- Transitions are significant in the lives of children

We are committed to promoting safe practice within the context of respect and dignity; the core values that underpin all our work. The guidelines within this document stress the need to plan effectively, to identify strategies that will help to avoid episodes of behaviours that are challenging. Where such episodes do occur, there is practical advice for staff on how to deal effectively with the situation, keeping everyone safe.

1. Aims of the Behaviour Policy

- To assist in supporting a happy, caring and positive atmosphere within the school.

- To promote an atmosphere where all pupils feel valued and respected.

- To encourage pupils to take responsibility for themselves, their learning, their actions and their environment.

- To enable pupils to feel secure and ensure their safety.

- To encourage pupils to develop confidence, independence, good manners and consideration for others.

- To encourage self-esteem and a pride in their achievements.

- To encourage a positive partnership between school and parents/carers.

- To assist in creating a positive learning environment and minimise disruption to that environment.

2. Introduction

'Supporting children with challenging behaviour through a nurture group approach' published July 2011 examined the impact of Nurture in a variety of settings. They found that 'the main thing they all have in common is a grounding in attachment theory, an area of psychology which explains the need for any person to be able to form secure and happy relationships with others. When the nurture groups were working well they made a considerable difference to the behaviour and the social skills of the pupils who attended them. Through intensive, well-structured teaching and support, pupils learnt to manage their own behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions.'

In the context of positive relationships and a nurturing environment the majority of children respond to clear boundaries and expectations and learn effectively. Most children who start school have experienced positive models of relationship with their parents. These models are internalised and children are able to engage with staff and peers in a confident way to optimise learning experiences. The majority of children will respond to a positive school ethos where they are respected and understood.

3. Reward Systems

At Southgate School, positive behaviours are praised and rewarded to promote more positive behaviours. This is more powerful than noticing and punishing negative behaviours.

- **Merit System** – Pupils are rewarded with Stars. Five Stars are equal to one Merit.
  Ten merit stickers bring an additional award of a certificate and some form of prize, presented in a full assembly.
  The school has extended this scheme with a 'Points for Prizes' system which gives pupils the option to bank merits over a longer period to earn bigger and better prizes. This encourages the crucial skill of deferred gratification. A display of prizes is kept very visibly in the main entrance.

- **Alternative Systems** – This system does not work for every pupil. In such cases, class teachers can create their own reward system such as saving stars to pay for a class trip. A number of classes are now using Class Dojo and some upper school classes offer a personalised nurture reward on a Friday afternoon.

- **Caught You Being Good** – This is a praise system. The pupil is praised for a positive behaviour, which is then written on a postcard and taken to show the Head teacher, the Head teacher repeats the praise then at the end of the week, the praise card is read out in assembly and put in a raffle box. At the end of each half term a postcard is drawn from the raffle box and that pupil wins a raffle prize.

- **Certificates -** On Mondays, as part of a coherent approach to the moral, spiritual and cultural development of our pupils, a theme for the week is taken from the term's overall SEAL theme. This theme will be further explored by Class Teachers in Preparation Time and through the curriculum, and by school and class councils. Staff will then put forward the names of pupils who have excelled in their response to these values. Certificates will be presented in the Friday assembly.

- **Positive Behaviour Recording –** In order to create a holistic profile, positive behaviours should be recorded on Integris. This can be for specific milestones and deeds in addition to daily records.

4. Planned Support and Intervention

Wave 1   Positive Nurturing Ethos

All our classrooms are set out using the Nurture model and our Behaviour Policy is based on the Nurture principles. All staff use nurture principles in their classroom management strategies. Support in relation to developing a nurturing ethos can be gained from nurture trained and experienced staff within the school.

Some pupils will need additional support within the classroom to help them with their social, emotional and behavioural need. When this is identified by staff working in the classroom, a Positive Management Plan is produced with strategies and activities to target behaviour development. These strategies and activities are delivered by the teacher and educational teaching assistants and will be supported by occasional sessions (possibly through our self-referral system) with our social and emotional inclusion team.

Positive Management Plan

This document should be completed for all pupils displaying signs of challenging behaviour or where physical intervention is required. It should be completed with the class team, intervention support and parents/ carers (if possible). This document will need reviewing regularly with the teaching team. If new behaviours are observed, behaviours change, or there is an episode of regular critical incidents an urgent review of the plan must be made.

<table>
<tr><td colspan="2">Name of pupil:</td><td colspan="2" align="center">Positive Management Plan</td><td>Lydgate School</td></tr>
<tr><td colspan="2">Date:</td><td colspan="3">Class:</td></tr>
<tr><td colspan="2">Known Triggers:
•</td><td colspan="3">Medical Information to be taken into account before using any information:
•</td></tr>
<tr><td colspan="2">Baseline Profile: (what is normal for this child on a daily basis?)</td><td colspan="3">Proactive Strategies
These strategies are consistently used, at all times, in order to decrease anxiety
•</td></tr>
<tr><td colspan="5" align="center">Describe how the pupil presents at different stages of crisis and the behaviours which may be seen</td></tr>
<tr><td colspan="2">Stage 1 (Anxiety):
•</td><td colspan="2">Stage 2 (Defensive/Escalation):
•</td><td>Stage 3 (Crisis):
•</td></tr>
<tr><td colspan="5" align="center">Risks Identified</td></tr>
<tr><td colspan="2">To self</td><td colspan="2">To other pupils:</td><td>To staff:</td></tr>
<tr><td>Stage of Crisis</td><td colspan="4" align="center">Preferred supportive/intervention/de-escalation strategies
(Describe strategies that should be attempted at each stage, including critical friends, scripts, safe places to go)</td></tr>
<tr><td>Anxiety</td><td colspan="4"></td></tr>
<tr><td>Defensive/Escalation</td><td colspan="4"></td></tr>
<tr><td>Crisis</td><td colspan="4"></td></tr>
<tr><td>Recovery</td><td colspan="4"></td></tr>
<tr><td>Depression</td><td colspan="4"></td></tr>
<tr><td>Follow Up</td><td colspan="4"></td></tr>
<tr><td colspan="5">Additional information/Preferred handling and holds: (Describe preferred holds, standing, sitting stating numbers and names of preferred staff and useful 'get outs' that can be used when holding.)</td></tr>
</table>

Name of pupil: Positive Management Plan   Lydgate School

REMEMBER: Holds should only be used when the risks of not doing so outweigh the risks of restraint. Holds and restraints should not be used to make pupils conform or comply. Holds should be released at the earliest possible opportunity.	

Notification required: (in discussion with parents)

Level 3

Plan agreed by

Name (child)_____   **Signed**_____
If appropriate

Name (parent/carer)_____   **Signed**_____

Name (Key worker at school)_____   **Signed**_____

Date of review:

Anxiety/Trigger   Defensive/ escalation   Recovery   Depression   Follow up repair/ rebuild

Stage 1   Stage 2   Stage 3   Stage 4   Stage 5   Stage 6

Wave 2

Additional Support

Within the context of a positive nurturing ethos some children will need additional opportunities to access support in relation to their social, emotional and mental health needs. Because of the importance of relationships, work around social, emotional and mental health difficulties is most likely to be successful within the existing relationships and systems that exist in the school context. The Positive Management Plan will be reviewed at a meeting around the child including all adults working with the child, Educational Psychologist where necessary and parent/carer if possible.

Additional support may include

- Assessment and identification of pupil's additional needs, eg Boxall Profile
- Increased opportunities to talk to adults in school
- Social skills programmes to help relationships with their peers
- Restorative approaches to encourage an appreciation of the impact of behaviour

- Support in understanding boundaries and expectations
- Support with the social and emotional aspects of learning
- Additional planned sessions with social and emotional inclusion workers on strategies identified by Boxall Profile assessment

Wave 3   Targeted Support

Because of the complexity of their needs, some children with social and emotional difficulties will need support to be more personalised and targeted. This is likely to be most successful through planned and regular opportunities for children to engage and strengthen existing relationships.

Within these relationships we can develop spaces and opportunities to undertake work to increase their emotional well-being, self-esteem and social skills.

Targeted Support may include:

- Greater access to consistent positive relationships (Key Worker System)
- Access to nurture sessions with the social and emotional intervention team
- Opportunities for the child to reflect on the impact of their behaviour on those around them

Wave 4   Targeted Intervention

Some children may have a high level of emotional difficulties which make it very difficult for them to engage with positive relationships in their school setting. They may need a targeted intervention when they have full time access to adults who are experienced in working with children who need a high level of emotional support.

Targeted Intervention may include:

- Long term support and intervention from the social and emotional intervention team
- Support from an allocated key worker

5. Challenging behaviours

Working with people's difficult feelings and the behaviour generated by them can be reduced to two straightforward aims:

1. Cope with the way the person behaves at present
2. Help the person to progress and change (Hewett, 2005)

At Southgate, we use the term 'challenging behaviours' to describe any behaviour that makes it more difficult for us to work with learners or for the learners to work with us or other learners. The Challenging Behaviour Foundation state that: "Characteristically, challenging behaviour puts the safety of the person or others in some jeopardy or has a significant impact on the person's or other people's quality of life" (McGill, 2003)

Below is a list of common terms used when describing challenging behaviour and a short explanation of their meanings:

Behaviour is anything a person does that can be seen/heard/felt.

A warning sign/indicator is an indication which may signal the onset of challenging behaviour, these would be individual to each person and may not always be accurate. Each individual may have several indicators noted.

Trigger is something that happens that can cause a challenging behaviour to occur. If we are good at spotting indicators and avoiding triggers then we have a good chance of defusing incidents.

Physical or verbal aggression is any behaviour which may cause an individual to suffer fear, distress, pain or actual physical injury. It can include self-harm where a pupil directs the aggression towards themselves.

Physical interventions is a way of responding to the challenging behaviour of people which involves some degree of direct physical force which limits or restricts the movement or mobility of the pupil.

Positive Management Plan is a way of maintaining consistency between staff and providing information about the pupil.

Causes of challenging behaviours

The reasons why people may behave in ways that challenge will vary from person to person. Here are some possible causes:

- rooms that are too hot, cold or badly ventilated;
- noise;
- pain or ill health;
- hormonal changes;
- medication and changes in medication;
- confusion;
- lack of activity or too much activity;
- too many rules or not enough structure;
- changes in routine;
- the presence or behaviour of others;
- too many or inappropriate demands and requests;
- mental health issues;
- difficulty in understanding others or being understood themselves;;
- sensory sensitivities.

Challenging behaviours are not generally 'curable' overnight, change can take some time (especially if the behaviour is well established, and will almost certainly require changes in the way other people behave and can tend to reoccur at a later time (McGill, 2003).

Entitlement

Pupils are entitled to expect:-

1. that the way behaviour is managed ensures the safety and dignity of everyone;
2. that they will be treated fairly and with courtesy and respect;
3. that even in the most difficult circumstances, staff are able to cope with the emotions such incidents can arouse in them and manage incidents in a calm and professional manner;
4. that staff will attempt to understand and empathise, and avoid blaming them for their behaviour or holding them solely responsible for it;
5. that staff will support them to learn new strategies to self-regulate.

Staff are entitled to expect:-

1. that clear guidance and Positive Management Plans are in place;
2. that they have access/input into up-to-date risk assessments;
3. that they have access to support from colleagues when dealing with such incidents;
4. that they are entitled to have a post-incident debrief with an appropriate colleague if requested.

6. Preventative Strategies

It is necessary to put a great deal of thought and energy in to developing positive attitudes and acquiring good interpersonal skills for managing people's challenging behaviour effectively.

When planning activities, attention must also be given to the environment, relationships and effective and appropriate programmes for communication.

All staff should be familiar with pupils' Positive Management Plans. It is important that staff recognise the early stages of each learner's sequence of behaviour that is likely to develop into violence or aggression. Early intervention can diffuse a situation and prevent an incident occurring.

It is equally important that staff recognise the fact that sometimes there are no recognisable indicators or identifiable triggers to challenging behaviours.

Clear guidance, Positive Management Plans and risk assessments should be in place for each learner who may present challenging behaviours. It is the responsibility of each member of staff to be aware of the guidelines and implement them. Wherever possible guidance and consultation should be sought from the appropriate class team.
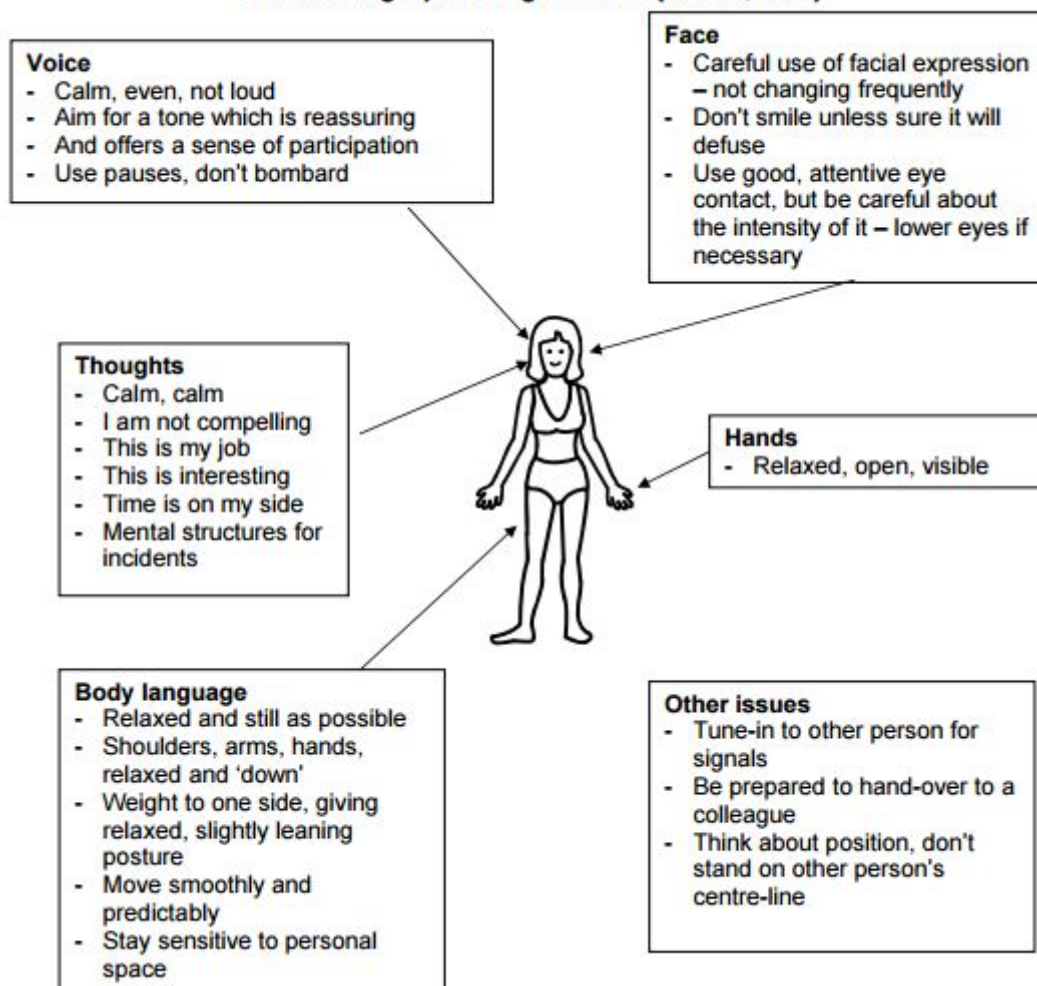
7. Managing Incidents

Southgate promotes a non-confrontational and low-arousal approach to managing behaviours. It must be emphasised that using principles of non-confrontation is not about not doing anything or not intervening, instead it is about ensuring that interventions are effective and avoid needless conflict.

Support can be sought quickly by using the schools alarm system which alerts reception and key offices. Alternatively, to support with de-escalation or with incidents, a member of staff can be sent to inform the social and emotional inclusion workers in upper and lower school. In an emergency, a member of SMT can be called.

General Principles adapted from Hewett, 2005

a) Stay calm and show this via your behaviour. Do not over-react to behaviour that poses a challenge.
b) Avoid contributing to the seriousness of the incident with your behaviour.
c) Get your priorities right:
   i. Manage the incident
   ii. Work for an effective outcome rather than a winner and a loser.
d) Attempt to see the situation from the pupil's point of view.
e) Assess and keep assessing the situation.
f) Tune in and stay sensitive to the other pupil's signals of arousal.
g) Maintain control of your communication style and physical presence.
h) Try to minimise your reaction to a behaviour (without ignoring the pupil).
i) Make sure that other learners are safe by either asking them to leave the immediate environment or asking the pupil involved to go somewhere quiet.
j) Seek support from other colleagues if needed.
k) Use reflective practice within the team to develop approaches and learn from each incident.
l) Keep accurate and thorough records of incidents.
m) Use team work, don't be afraid to ask for help if needed.
n) Don't expect to manage all incidents successfully.

The defusing Style: Being a calmer (Hewett, 2005)

Voice
- Calm, even, not loud
- Aim for a tone which is reassuring
- And offers a sense of participation
- Use pauses, don't bombard

Face
- Careful use of facial expression – not changing frequently
- Don't smile unless sure it will defuse
- Use good, attentive eye contact, but be careful about the intensity of it – lower eyes if necessary

Thoughts
- Calm, calm
- I am not compelling
- This is my job
- This is interesting
- Time is on my side
- Mental structures for incidents

Hands
- Relaxed, open, visible

Body language
- Relaxed and still as possible
- Shoulders, arms, hands, relaxed and 'down'
- Weight to one side, giving relaxed, slightly leaning posture
- Move smoothly and predictably
- Stay sensitive to personal space

Other issues
- Tune-in to other person for signals
- Be prepared to hand-over to a colleague
- Think about position, don't stand on other person's centre-line

Physical Intervention

Wherever possible, Southgate School ensures all staff working with pupils are Team Teach trained and up to date with their training. Team teach training focuses on strategies to de-escalate situations before physical intervention is necessary. Parents and carers will always be informed when physical intervention has been necessary, unless other agreements have been made which are recorded on the positive management plan and signed.

All physical intervention must be **reasonable and proportionate** and at the lowest level necessary to ensure a safe outcome for all concerned. Despite this, in some instances, injuries can result from physical intervention (e.g. fingertip bruising). Staff at Southgate School will always be open and honest when reporting and recording. Physical intervention will be considered to prevent:

- Harm being caused to another pupil or adult
- The pupil from harming themselves
- Harm being caused to property
- Serious disruption

Physical intervention will only be used when other methods of de-escalation have been exhausted or where quick action is required (e.g. to prevent an assault). Although we operate a 'hands off' methodology wherever possible, failure by staff to take action could lead to a charge of negligence.

Exclusion

Only the Head teacher can make the decision to exclude a pupil. This will only be considered when it is deemed unsafe or disruptive for the pupil to be in school.

Necessary adjustments must be made to make the environment safe for the pupil to return.

Arrangements should be made for education at home if the exclusion is prolonged.

Internal Exclusion

It may be deemed to be necessary for reasons of safety to keep a pupil out of the classroom for a period of time following an incident. This should not be punitive but restorative and a return to class should be encouraged at the appropriate time.

10. What to do after an incident

It is essential that all incidents are recorded and reported. This will help to learn about triggers, indicators and warning signs. Patterns may also be noticed through thorough recording.

Recording on Integris

The class teacher is responsible for the recording on Integris. Before recording, all of the contributing factors should be investigated by the class teacher. Parents must be informed of any serious incidents. See the 'Recording Behaviour' document.

Positive Management Plan

The Positive Management Plan should be referred to and, as a team, reflected upon in the light of the incident. Consideration should be given to the necessity of updating the PMP. Parents must be informed.

Accident Report

If any injury has been sustained an Accident/Incident Report should be filled in. These are kept in the office.

Incident Log

If physical intervention has been used, the Incident Log (green book) must be completed and signed by the Head teacher. This is kept in the office.

Safeguarding

There may be occasions where staff refer incidents as a safeguarding concern or when the police may have to be informed of a major injury. These must be passed to the Head teacher or the DSL (see the safeguarding policy).

Communication

Good communication with parents and carers is essential. It is likely that they will also be facing similar incidents. Good relationships and being honest and open with others involved will ultimately help to learn about behaviours and enable the development of constructive plans.

9. Procedures in Response to Specific Situations

The following situations should be dealt with by following these agreed procedures:

a) **Child out of school:**
   Should any child not appear in their teaching group the teacher must institute a brief search of the school to locate them. Should it be apparent that the child is not in school the absconding policy must be followed.

b) **Racist Behaviour:**
   Any incidence of racist behaviour, i.e. name calling, is regarded as very serious and should be recorded on a blue card and entered onto the INTEGRIS system. It would be expected that parents/ carers of children suffering any racial abuse would be informed by letter or telephone in order that they can counsel and support their child. Parents/ carers of pupils who display racist behaviour should also be informed. Follow up work will always be carried out with the perpetrator.

c) **Sexist Behaviour:**
   Any incidence of sexist behaviour, i.e. inappropriate touching, is regarded as very serious and should be recorded on a behaviour card. It would be expected that parents/ carers of children suffering any sexual abuse would be informed by letter or telephone in order that they can counsel and support their child. Parents/ carers of pupils who display sexist behaviour should also be informed. Follow up work will always be carried out with the perpetrator.

d) **Homophobic Behaviour**
   Any incidence of homophobic behaviour, i.e. name calling, is regarded as very serious and should be recorded on a behaviour card. It would be expected that parents/ carers of children suffering any homophobic abuse would be informed by letter or telephone in order that they can counsel and support their child. Parents/ carers of pupils who display homophobic behaviour should also be informed. Follow up work will always be carried out with the perpetrator.

10. Management of Pupils During the Lunch Period

1.   The management of pupils during lunchtime is carried out by a team of lunchtime supervisors, and classroom ETAs.

2.   The head and deputy head teacher continue to have the responsibility of ensuring lunchtime periods are managed successfully and lunchtime staff are given appropriate support.

3.   The management of pupils during the lunchtime period should be carried out with due regard to the school behaviour policy and positive management plans.

4.   Successful management of pupils during the lunchtime period has two key elements:

    a)   Organisation: i.e. when the pupils eat, when and where movement of pupils will take place, how long they will stay in the hall, etc.

    b)   Personnel: lunchtime supervisors need a clear understanding of the school behaviour policy, they need training in knowing how to manage pupils in line with the policy and support from teaching staff and ETAs in dealing with challenging pupils.

5.   There will be regular meetings between the management team and lunchtime staff to ensure any problems are dealt with promptly.

11. Statement on Bullying

1) Every pupil at Southgate is entitled to receive their education in a safe and secure environment that is free from discrimination, harassment, victimisation and any conduct that is prohibited by or under the Equality Act 2010.

2) Bullying is the process whereby a pupil or pupil(s) are subjected to fear, hurt and/or anxiety as a result of the actions of others.

3) A bully is someone who knowingly commits unkind acts towards another pupil.

4) The victim is the unwilling recipient of such acts.

5) Bullying actions can include:

   - physical harm

   - threats

   - demands for money or favours

   - destroying, damaging or hiding property

   - spreading rumours

   - humiliation regarding their disability

   - teasing and/or name calling

   - using looks or stance to give offence

   - excluding someone from the group or activity

   - manipulating others to carry out any of the above

   - any form or racial or sexual harassment

6) It is not necessary for actions to be systematic or sustained to be regarded as bullying.

7) However bullying is likely to involve a one-sided contest where the victim is disadvantaged by the physical or verbal power of others.

8) The bully/victim relationship is not simple and both are likely to require guidance and counselling.

9) It is likely that many of those that carry out bullying actions will have been victims in the past and many victims may be prepared to accept bullying as the price of admission to a particular 'friendship' or group.

10) Pupils with social and emotional difficulties may display more bullying behaviour than others.

11) Pupils that bully may be driven by the need to exert power and influence over others.

12) The behaviour card/ Integris should be used to record incidents of bullying and regularly reviewed to identify whether particular pupils have become a target for bullying.

13) All pupils involved will receive support from the social and emotional inclusion team.

Please refer to the school's anti bullying policy for further information.

12. Conclusion

- Encouraging good behaviour in class and around school should involve describing explicitly to the children the behaviour we want and praising/rewarding those who do it.

- The school also believes that the consistent application of strategies over a long period is a far more effective way of managing behaviour than the application of instant solutions.

- Managing difficult behaviour is as much about classroom practice and school organisation as it is about individual intervention. The school needs to have in place educational experiences which motivate pupils to study and an organisation which does not invite pupils to fail by making unreasonable demands of them.

    o As part of this process the school has social and emotional inclusion officers in the upper and lower school, who work proactively to support pupils with behavioural issues, often arising from their condition, and a self-referral system (the Rainbow

Box) which encourages pupils to recognise problems, to learn to ask for help and to begin to self-manage their emotions.

- o The school is committed to supporting the development of pupil management skills in all its teaching and support staff.

- A clear commitment is required by all staff to this behaviour policy in order for it to be effective.

- It is essential that over time this policy should be reviewed regularly in order to determine its effectiveness.