



# Behaviour Policy

<b>Policy Created</b>	<b>2009</b>
<b>Committee</b>	<b>LGB</b>
<b>Last review</b>	<b>2018</b>
<b>Review frequency</b>	<b>3 years</b>
<b>Date to be reviewed</b>	<b>2021</b>

## General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where every one is valued and respected equally. We aim to provide an inclusive education where pupils develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

### **Philosophy**

Castle Hill School aims to create a calm, positive and safe learning environment. We aim to achieve this by being:

- rewarding
- consistent
- nurturing
- happy
- accessible
- adaptive
- patient

We encourage good behaviour through positive relationships and promoting respect for self and others.

### **Objectives**

- to create conditions and develop strategies built upon a pupil centred approach to behaviour.
- to empower our pupils to become self-confident, valued, respected members of the whole community
- to provide a consistent, positive environment which encourages good behaviour
- to recognise and reward good behaviour
- to ensure the use of positive and appropriate language at all times
- to encourage pupils to have ownership of their behaviour and develop coping mechanisms and self regulation where possible

## **Introduction**

**It should be noted that all employees have a duty of care to ensure that pupils and staff remain safe.**

The Behaviour Policy at Castle Hill School is based upon positive behaviour principles. Positive behaviour principles are supported by The Bill Rodgers 9 step approach to behaviour management (Bill Rodgers Behaviour Management: A Whole-school Approach 1995, Scholastic) and Team Teach ([http://www.teamteach.co.uk/introduction\\_Aims.html](http://www.teamteach.co.uk/introduction_Aims.html)). The Castle Hill Behaviour Policy combines shared values from both schemes.

There is an expectation that Behaviour Policy principles are applied through a united and cohesive approach throughout the school to ensure all positive behaviour is recognised and rewarded.

The School Rule, 'we are calm and kind', which is prominently displayed in key areas, helps to reinforce our positive behaviour approach. The rule serves to remind staff and pupils of expectations and the use of appropriate language and tone.

All Behaviour Plans formulated for pupils with more specific behavioural needs will also be based on positive behavioural principles outlined in this document.

## **Code of Behaviour**

**All staff should remember that we disapprove of the behaviour not the pupil.**

Behaviour is the responsibility of the whole school community. A clear, agreed, known and visible code of conduct ensures that everyone is aware of our positive behaviour ethos.

The 6 point plan is a template for guidance when dealing with challenging behavior in a positive way.

1. Tactically ignore behaviour/**positively distract**.
2. Gain pupil's attention. For example move closer, give eye contact, call name, touch shoulder.
3. Use simple instructions or give a simple choice in a positive way using few words or prompts (see key vocabulary)
4. **Allow processing time** and repeat choices or instructions if needed –don't get side-tracked.
5. Withdraw pupil from situation.  
*NOTE- Point 5. Withdraw can mean remove other pupils from area.*
6. Repair relationship with pupil- acknowledge that the incident took place, talk about how it made you and them feel, agree with the pupil to start again. Restorative practices should be applied at the appropriate time.

Points to remember:-

Be calm and confident.

Be positive.

Repeat as necessary.

Be consistent.

Praise and reward the required behaviour.

**Help is available to assist and support throughout.**

Key vocabulary on signage (expressive and receptive) in order: stop, help, wait, walk, sit, stand, good, kind <body part> (e.g. kind hands)

Key vocabulary on fob (expressive and receptive) in order: help, wait, walk, sit, stand, good, kind <body part> (e.g. kind hands)

Now and next strips or traffic light visual cues

- Red - finished/stop
- Yellow - getting ready
- Green - starting/go

When using traffic light visual cues pupils are required to touch the relevant colour card.

To support learning symbol timetables should be used to clarify expectations before transition (see model timetable).

Some suggested symbols: bus, home, dinner, toilet, class, outside.

Specific destinations should be represented by photographs, not symbols. Photographs should be taken from the photograph bank. Non-standard, independently taken photographs should not be used

To ensure that our pupils can self-regulate personalised opportunities to request strategies should be made available, such as deep pressure, quiet time, massage, outdoors, <preferred object>. See model symbol strip requirements.

### **The School Rule**

The School Rule, 'we are calm and kind', helps to reinforce positive behaviour. The rule is to be prominently displayed in key areas. The rule should be displayed on an A3 black background. See model school rule.

### **Class Rules**

Class rules will be discussed between staff and pupils and agreed upon. Class rules should reflect the school's positive behaviour ethos. The rules should be displayed on an A3 black background. See model class rules.

### **Physical Intervention**

De-escalation of incidents is a first action and physical intervention as a last resort. The learning environment should be tailored to assist self-regulation, antecedents should be analysed, understood and addressed. Key vocabulary, now and next strips, photographs and symbols, personalised approaches to behavior should all be used prior to any physical intervention unless there is a direct and present risk of harm.

All staff have a duty of care to ensure safety. Approved physical intervention techniques should be used in school only by qualified staff. Techniques and actions should follow the guidelines set out in the Team Teach handbook. Physical restraint should always be least intrusive technique applied for the shortest necessary period of time.

Physical interventions can take many forms. Pupils can be guided using 'caring cs', or redirected using physical barriers. There are some interventions that are restraints and are only used in accordance with Team Teach principles. These are employed when there is a danger to safety, and can include single and double elbow holds. All physical interventions are considered to be a supportive and positive approach, however their use is carefully monitored and assessed to ascertain their effectiveness and appropriateness.

Any physical restraint should only be used as a last resort when there is a safety risk to the pupil or others. If physical restraint is used then this must be recorded in the serious incident book and parents/carers should be informed (including social services if appropriate).

### **Planning the use of seclusion and Safe Space**

If seclusion is considered to be essential in order to keep all parties safe, '*The Safe Space Policy*' should be followed, which requires all use of the safe space to be recorded using appropriate documentation.

### **Behaviour Working Party**

The Behaviour Working Party (BWP) is a cross phase group of experienced members of staff, including ETAs, Teachers, HLTAs and Nursery Nurses. The BWP meets on a regular basis to review policy and can be convened to problem solve, give advice and guidance. Records are collated from the meetings and outcomes are reviewed and evaluated.

### **Behaviour Plans**

For those pupils who may continue to present behaviour that is difficult to manage, an individual behaviour plan, also known as Form 4 (Appendix 1), should be implemented.

A Form 4 can be implemented and reviewed at any time.

The Form 4 should include the following:

- description of behaviour/risk
- known antecedents and triggers including an analysis and function(s) of behavior. A student focused approach should be applied to assess why the pupil is expressing certain characteristics. The following should be taken into account; the learning environment, social situations, proximity, noise, time of day, staff personalities, home situations etc. (Please note; this is not an exclusive list)
- positive ways of avoiding problems/risk
- what to do if behaviour occurs
- consultation and signed agreement with parents/carers

Careful consideration should be given to language used within the Form 4. Language should be non-judgmental. Some examples are below, although this is not exhaustive.

<b>Appropriate descriptors</b>	<b>Inappropriate descriptors</b>
Crisis	Meltdown
Challenging behaviour	Naughty
Highly escalated	Kicking off
Anxious	Silly
Unsettled	Bad
Over stimulated	Wound up

More serious incidents must be recorded in the Serious Incident Book.

**Parents/carers must be informed, preferably by phone on the same day.**

### **Parent/Carer Support**

Parents are made aware of the Positive Behaviour Policy and a copy is available on the Castle Hill School website.

Parents will be informed of particular concerns regarding their child's behaviour. Behaviour strategies will be negotiated and agreed as appropriate.

Safeguarding protocols should be followed regarding **any incident of concern**.

### **Pupil Support**

All staff need to be vigilant and aware of any particular changes in a pupil's behaviour and explore any possible reasons for these changes.

Opportunities will be created for pupils to discuss with an adult of their choosing any concerns they may have. Staff should ensure safeguarding protocols are followed.

### **Peer on peer abuse**

We aim to always provide a safe and nurturing learning environment but we are aware that for some of our students, peer to peer interactions can sometimes be difficult. We foster positive relationships through peer massage, collaborative activities and circle time games e.g. parachute and resonance board. The school rule is on display in classrooms and around school as a reminder that 'we are kind to our friends'.

Where students are identified as finding interactions with particular peers challenging, this is identified in their Individual Behaviour Plans and strategies are put into place to ensure all pupils are kept safe. This may include putting extra support into the class, using other areas of school or moving the student temporarily into a different class.

All incidents of 'peer on peer abuse' (including physical, verbal and sexual) are recorded on a Form 1 and preventative measures are discussed and added to the Individual Behaviour Plans. All serious incidents are recorded in the Serious Incident Book and on CPOMS and all parents of students involved are informed of the incident by phone on the same day. Where allegations are made of 'peer on peer abuse' these are investigated by discussions with school staff, parents, the student themselves where appropriate and evidence contained within the Individual Behaviour Plans, the weekly recording sheet, the Serious Incident book and CPOMS. The Designated Lead for Safeguarding is informed of all incidents and allegations.

We recognise that all those involved in 'peer on peer abuse' need reassurance and support. This takes into account their understanding of the event and their preferred method of communication, allowing them to express how they feel.

### **Staff Support**

Staff should be able to talk about any particular difficulties they are experiencing regarding behaviour and receive a supportive response from:

- Class teams
- Colleagues
- Senior Leadership Team
- Behaviour Working Party (see Appendix 4)

Further consultation may be sought from local Team Teach instructors through the SLT.

It is important that advice and support is given in such a way that the staff member's self esteem and competence are not undermined but enhanced.

### **Curriculum**

The Positive Behaviour Policy is embedded within the philosophy of the school and as a result the school's curriculum.

### **Monitoring**

Class teachers will be responsible for ensuring that school staff have read the Positive Behaviour Policy. All staff have a personal

responsibility to promote the positive behavior ethos through good practice.

If staff feel that the policy is not being followed then issues can be raised informally through peer support or more formally through the Behaviour Working Party or the SLT. The Behaviour Working Party will be convened on request.

The implementation of the Positive Behaviour Policy will be monitored and evaluated by the SLT who will also be responsible for identifying training needs.

### **Exclusion**

The Schools Standard and Framework Act 1998 lays down the means by which the sanction of exclusion may be used. Parents/carers and pupils should be made aware of this process.

If a pupil's behaviour deteriorates in such a way that the Positive Behaviour Management process is not effective exclusion may need to take place. For the necessary planning and preparation for an exclusion see the Exclusion Guidelines Policy.

### **Appendix- Forms and Protocols**

All forms can be found on the school server in the Behaviour file.

Form 1 (Appendix 2) is used to monitor and track the range and frequency of behaviour exhibited by an individual for example drops to floor, slaps, punches, kicks, bites etc. All attempts at negative behaviour and actual behavior to self and others should be recorded. All physical Team Teach techniques should be recorded. Each Form 1 should be completed on a weekly basis and passed to the Family Liaison Outreach and Support Officer.

The Serious Incident Book and CPOMS should be used to record more out of the ordinary or excessive challenging behaviour by pupils with or without a behaviour plan. Teachers, the SLT and DSLs can make additions to CPOMS.

Form 3 (Appendix 3) must be completed along with the Serious Incident Book when significant injury has occurred to either staff or pupils.

Form 4 (Appendix 1) For those pupils who may continue to present behaviour that is difficult to manage.

Abbreviations and acronyms list

SLT- Senior Leadership Team

BWP - Behaviour Working Party

Behaviour Working Party Members

Steve Perren, Dan Pearce, Catherine Whitlam, Tracey Donegan, Sally Metcalfe, Jo Rowbottom, Dom Gregson, Claire Goodson, Janet Smith, Harriet Jones, Emma Robinson, Rachel Taylor, Katie Fox