



HIGHFIELD ACADEMIES

BEHAVIOUR POLICY SIMON BAINBRIDGE

**Reviewed Sept 2018
Next review: Sept 2021**

Inclusion Statement

We aim to provide a stimulating learning environment, across the whole curriculum that maximises individual potential and ensures pupils of all ability levels are well equipped to meet the challenges of education, work and life.

Philosophy

“Pupils learn best and behave best when they know what is expected of them, when they are positively encouraged to behave well and when they are consistently, fairly and appropriately treated when they don’t behave well”.

Building a better behaved school, Gavin Mercer, Costa, 1990

Every member of staff, without exception, has a part to play in establishing and maintaining a positive and supportive school ethos. Respectful behaviour towards each other in our school community is the foundation of our values and ethos, and is reflected in our everyday practice. Motivating and teaching our learners to communicate and function within a community in an appropriate and fulfilling way is central to our work as educators.

We believe that any individual’s behaviour has a large effect on how well they are able to learn and on the quality of life they are able to enjoy. Understanding how our pupils view the world is the key to supporting a pupil to improve their behaviour. We should, as a result, be able to anticipate and predict their possible reactions and therefore to be able to proactively put in place procedures likely to diminish the occurrence of undesirable behaviours.

The curriculum that is put in place for each of our pupils is hugely influential on how they behave. An appropriate, engaging, flexible and fun curriculum with high expectations for each pupil will lessen the incidence of challenging, disruptive behaviour. This, coupled with individualised, differentiated behaviour approaches we believe will reduce to a minimum the incidences of inappropriate behaviours. We recognise that such incidents are often a result of pupil conditions and it would not be possible to eradicate them entirely. It is therefore essential to have an appropriate response system. This can be complicated by the wide range of pupil understanding of consequences within the school and of issues such as bullying.

Pupils should engage in discussion, be consulted and fed back to on their successes and areas they could focus on to improve both behaviour and learning. Pupils should be



empowered through the strategies we put in place, and these strategies should come from a positive stance. If sanctions are used they are focused on reasonable consequence not punitive punishment.

In order to work with our pupils in an appropriately differentiated way, we have given 4 example 'Behaviour profiles'. See Appendix i. These profiles give an idea of the possible strategies that can be used in working with pupils with very different learning styles and emotional and social understanding. These examples provide an idea of the range of strategies we may use, and we recognise that all our pupils are individuals and will not fit neatly into the descriptions.

Prior to pupils starting at Highfield Schools we hold pre admission meetings. The aim of these meetings is to discuss the pupil's needs and how we can accommodate them. It is a time to discuss initial responses and strategies that we can use in working with a pupil's behaviour, and may form the basis of an Individual Behaviour Plan (IBP)

This policy links to other key school policies:

- Safeguarding: The pupils that this policy discusses are vulnerable by the very nature of the behaviours they exhibit and the situations they put themselves in.
- Physical Contact: Physical contact with pupils may be proper and necessary in the process of teaching and meeting their needs. Pupils may require physical contact when experiencing and learning new skills and concepts, in the development of communication skills or when engaged in physical activities such as swimming, dance, and horse riding. Physical contact may be necessary regarding personal care or medical matters, or even if distressed and needing reassurance.

All physical contact is dynamically assessed dependent upon age, gender and context and will vary from individual to individual.

- Physical Interventions: At Highfield Schools, all staff working closely with pupils are trained in developing shared values to reduce the risks of challenging behaviour to keep safe all our people and services.. This is currently through an accredited training programme called Team-Teach and is the basis of how we approach incidences of challenging behaviour.

If a pupil's behaviour is such that a physical intervention is considered necessary then great care will be taken. Physical intervention is not a punishment but a means of care and control in specific circumstances. Advice and training is provided through Highfield School's Team Teach trainers. Where a pupil regularly presents with difficult and dangerous behaviour then it is recognised that a physical intervention may be required to keep the pupil and those around him/ her safe. If this is the case then an Individual Behaviour Plan (IBP) will be written in partnership between staff and parents identifying all appropriate physical interventions to support the young person's behaviour. It will include a range of risk reducing strategies including distraction and de-escalation techniques with the intended outcomes to reduce challenging behaviour to acceptable levels. The IBP and the use of planned physical interventions will be reviewed regularly until there is no longer any need for the IBP.



Unplanned physical interventions will only be considered if a pupil is in immediate danger or presenting considerable risk of harm or disruption to themselves or others around them.

- Curriculum: In terms of the appropriateness of each individual's personalised learning needs, and in removing their barriers to learning.
- Anti bullying: A key aim for our pupils is that they learn to interact and communicate appropriately with others. Issues such as making and keeping friends and being part of a cohesive community

Looked After Children (LAC):

It is recognised that Special school's such as ours will include a significant number of looked after children. Whilst being very unique, the reason for any child becoming a LAC is usually very complex and has often been traumatic. This may result in the child displaying deep rooted and behaviours that are linked to previous trauma. This would need special consideration in the formation of behaviour plans and approaches.

Local Authority guidance on exclusions will need to be consulted if any exclusion is considered.

The most notable resource in working with challenging behaviour is a positive, empathetic, problem solving attitude from the staff body. Knowing the pupil as an individual with likes, dislikes, anxieties, obsessions and varying levels and methods of communication is absolutely crucial if difficulties are to be overcome. Encouraging the individual to develop strategies for self-management of anxiety, including seeking help when anxious or stressed, should form part of pupils' behaviour plans.

Strategies for encouraging good behaviour

In order to encourage good behaviour it is important that all adults working with pupils should:

- Be consistent.
- Be cheerful and friendly.
- Be generous and praise and reward good behaviour.
- Create a calm atmosphere.
- Support other adults with discussing strategies.
- Raise pupils' self-esteem.
- Only use sanctions if part of an agreed procedure and where they are understood by the individual.
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It is expected that classes with their pastoral teacher and support staff establish class rules and boundaries, which are regularly monitored and reviewed through class discussion and target setting.

Assemblies are a very important time for the development and maintenance of codes of conduct and boundaries where an ethos of team spirit and working together can be enthusiastically pursued.



Any pupils' behaviour is affected hugely by the environment/s they experience, coupled with the expectations that people have on them. A pupil's behaviour therefore may vary greatly from one part of the school building to another, and one part of their timetable to another. Consistency in approach for each child is vital. Communication between the adults that work with them has to be realistic and supportive and recognise the differences that pupils may experience on any given day.

What is unacceptable behaviour?

What is acceptable behaviour for one pupil is not necessarily acceptable for another. This is largely based on the pupils' level of understanding and communication.

Unacceptable behaviour can be summarised as any one of the following:

- Aggressive behaviour-both physical and verbal, disruptive to others or damaging to property.
- Defiance to staff, including the undermining of staff authority.
- Persistent antisocial behaviour.
- Bullying, involving: malicious gossip, damaging, borrowing or stealing from the victims or coercing the victim into acts they do not wish to perform.

Rewarding good behaviour

Good behaviour should be recognised through rewards and privileges. Such rewards and privileges may include:

- Smiley badges and stickers.
- Positive communication home including phone calls and well done postcards.
- Special responsibility e.g. collecting the register.
- Free choice of activity.
- Certificates to be given out at key stage assemblies or entries in the Golden Book.
- Accruing points that result in an individual or class reward.

Reducing inappropriate behaviour

The following tactics could be employed as an immediate response if behaviour starts to escalate:

- Diversionary tactics, changing of subject.
- Diffuse the situation, may be through humour.
- Reassure the pupil that they are okay and remind the pupil of the school expected behaviour and comment on good behaviour as it occurs.
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- Ignore the behaviour if at all possible.
- Change of environment-including use of Time for Me room.

Time for Me Rooms

There are two "Time for Me" rooms at Highfield Schools. These rooms have minimal furniture and no doors on them. They are used by pupils who need a quiet space or time to calm down in an alternative environment with minimal distractions. Pupils using the Time for Me rooms will usually be accompanied by a member of staff.



Team Teach

All newly appointed classroom staff must successfully complete an accredited Team Teach training course as soon as is possible after starting in their post. This training then needs to be refreshed every two years after their last training. Team Teach is a positive handling training course based around a holistic behavioural management approach including the de-escalation of potentially difficult situations. It gives staff strategies in working with pupils with their behaviours. A considerable part of the course focuses on how to hold pupils safely, but the emphasis is always that this is always the last resort and is underpinned by values and principles that fit within the schools ethos of positive educational care.

Record keeping

Incidents of good behaviour or achievement will be recorded in the “Golden book”. Incidents that have resulted in damage to people or property should be reported in the school incident book, which is kept in the office.

It may be necessary to keep a record of a pupil’s behaviour and there may be a need for daily reporting of behaviour patterns to support the development of an IBP.

If the pupil has an IBP, any agreed Team Teach holds are listed and should be recorded in a bound Physical Interventions book that is kept in the Headteachers office.

Parents or carers should be kept informed of changes to any individual behaviours in a positive but honest manner. Staff will make judgements about the best way to keep them informed and this can be either through their daily diaries, phone or meeting with them directly. Parents or carers should be involved as fully as possible in the planning of IBPs, and should agree to the plan before it is implemented. Any contact with parents or carers should be based around working towards a solution rather than simply reporting a problem.

If the behaviour warrants an IBP, then the existence of this will be referred to within the pupil’s passport or profile. Parents and/or carers are consulted within the process of writing an IBP and are made fully aware of the strategies that are in use at school as a result of the IBP. Each IBP is reviewed regularly, usually termly, or as the behaviour changes. Parents, teachers, and the pupil should be consulted (and possibly educational psychologists or CAMH) in developing an IBP. IBPs are recorded on the agreed format, and are kept on the G drive under a folder entitled ‘Individual Behaviour Plans’.

Learning style	Profile One	Profile Two	Profile Three	Profile Four
	Pupil accesses learning through sensory stimulus.	Pupil appreciates immediate and obvious consequences only.	Pupil is able to carry understanding over a short period of time and to consolidate.	Pupil is able to understand the consequences of their actions and be reasonably expected to exert self-control



			Pupil needs clear boundaries and explanations but is able to appreciate consequence.	within normal boundaries of acceptable behaviour.
Emotional and social understanding	Pupil behaviours are reactive and they cannot appreciate consequences of their actions.	Pupil behaviours largely reactive. Enjoys the impact they can have on others and needs clear boundaries.	Pupil may have gaps in their social understanding and complex behaviours need to be scrutinised for these.	Comments and reprimands from teachers.
Possible strategies	Specific observation techniques / scrutiny of the environment / avoidance of triggers / consistent planned response.	Specific observation techniques / consistent responses / planned ignore / distraction / scrutiny of the environment / behaviour modification / application of specific communication methods.	Discussion and education commensurate with communication levels and systems / responses need to be reassessed according to specific situations / clear boundaries and sanctions including internal exclusion, reporting, play detention / reward charts.	Working for rewards/ differentiated curriculum / PSHE targeted lessons / reporting / detention / notification to parents / loss of privileges / exclusions.