



## Behaviour Principles and Management Policy

Amended / Reviewed by: Governing Body School Development Committee

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Signed:

Headteacher

Chair of Governors

Next review date: July 2021

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### 1. AIMS

- To raise achievement.
- To establish a calm, purposeful and happy atmosphere within the school.
- To establish increasing independence and self-discipline so that each pupil learns to accept responsibility for her/his behaviour and respects others.
- To have a consistent approach to behaviour throughout the school with parental and pupil co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.

### 2. BEHAVIOUR PRINCIPLES

- Raising pupil's self esteem is fundamental to pupils' success and development. When managing behaviour it is essential to preserve a pupil's self-esteem.
- Teaching social skills and looking for positive, creative strategies to help pupils cope with their difficulties.
- Pupils with learning difficulties often need careful guidance to help them understand why certain behaviour is necessary.
- Pupils with emotional and behavioural difficulties require a structured, consistent and planned approach which requires a high level of staff expertise. At the Vale we develop these skills through a commitment to an extensive programme of continuing professional development.
- Pupils' behaviour is the collective responsibility of all staff.
- Consistency of approach is essential.
- It is important that adults act as role models and display the same qualities they seek to foster in our pupils.
- When managing pupils' behaviour staff should at all times follow the procedures laid down in this policy.
- Identified staff are trained in specific behaviour management strategies through 'Team teach'.

### **3. POSITIVE BEHAVIOUR MANAGEMENT**

All pupils or pupils have the right to be safe and to be treated with dignity and respect, including when they have difficulties that result in challenging behaviour. The guidelines below are designed to support staff, so that they can respond with confidence when pupils' behaviour becomes challenging.

- Involve the pupils in decisions about their care and about reasonable limits, appropriate to each pupil's age and understanding.
- Ensure non-verbal pupils have the necessary means to communicate.
- Make time for children to talk and explain.
- Get to know pupils well. Relationships based on trust and respect can prevent difficulties arising.
- Recognise that different pupils have different needs and will need individualised approaches to support, realistic expectations within those needs and consistency.
- Make a distinction between the pupil and his/her behaviour. Make it clear that you will go on caring for the child whatever they do, and recognise that their behaviour is not a personal affront to you.
- Be consistent as far as you can; set consistent limits within your team. Involve parents in planning programmes and agreeing sanctions where possible. Class teams should ensure that colleagues in the school are aware of programmes in place for individual pupils; all members of staff should co-operate with other class team's agreed behaviour management strategies.
- Teach by example, model respect for the pupils and for each other in all your work.
- Be clear and reasonable. Pupils need to know what is expected of them. Problems often occur when expectations are unclear or unreasonable.
- Encourage good behaviour. Notice and respond positively when pupils are being helpful, constructive or friendly or co-operative. Indicate to them what they should be doing rather than not what to do.
- Try to avoid head on conflict. Try discussion, distraction or compromise - defuse the situation wherever possible and prevent it escalating.
- Use the opportunity for the pupil to learn. Try to teach a positive alternative to a 'bad' behaviour, i.e. "let's do this!" rather than "don't do that", always aiming to increase the pupil's own self control.
- If you have to use sanctions make them immediate, fair and reasonable. Sanctions should be carefully considered and ideally agreed with the child, their parents, and the class team in advance. Sanctions must be recorded.
- Don't store up a sanction for later.
- Pupils who present challenging behaviour need a support plan agreed by the team of professionals and with parental engagement and consent. A 'Quality Circle' may be used to facilitate this process. Where possible pupils should also participate. These plans should be reviewed each term.
- In exceptional circumstances, the Headteacher may feel that formal fixed-term exclusion is the only available sanction after all other attempts to deal with a pupil's challenging behaviour have been unsuccessful over a substantial period of time. This form of sanction is rarely enacted. This sanction is only considered when there has been significant and repeated physical aggression against others by a pupil whom staff judge has some degree of responsibility for their actions and for whom this sanction may be useful in highlighting to themselves and to other parties the seriousness of their actions.

### **4. SUPPORT PLANS**

Support Plans summarise key strategies known to work with particular pupils so that all staff concerned can adopt a consistency of approach to ensuring that the pupil is not only behaving well but is happy and learning effectively.

Plans should be drawn up by the Deputy Head or Senior Teacher, class team, relevant therapists involved with the pupil, educational psychologist and other relevant professionals e.g. CAMHS and parent/carer.

Support Plans should be reviewed each term or more regularly if necessary.

Good principles are:-

- If appropriate involve the pupil in designing the programme.
- Seek and secure parental/home support.
- Ensure there is a good chance of success. If targets are too high pupils will fail.
- Concentrate on one aspect of behaviour at a time.
- Keep it simple, (e.g. using smiley face or shading in parts of a picture at intervals gives younger children a visual reminder of how they are progressing).
- If possible, older pupils should be encouraged to self-monitor.

## **5. PHYSICAL INTERVENTION**

The headteacher keeps a regularly updated list of staff authorised to use physical restraint. Authorisation is dependent on the level of training the staff member has received and this status can only be given by the headteacher.

The core principles of the 'Team-Teach' approach to managing challenging behaviour are followed, including recommended techniques for positive handling and holding with reasonable force in unavoidable circumstances. 'Team-Teach' is a nationally-accredited training organisation, registered with BILD (British Institute of Learning Disabilities) which specialises in providing accredited training for the management of challenging behaviour within an ethical and legal framework. Tutor courses are moderated by the National Association of GR (General Services).

As many staff as possible undertake the core 2-day training course, either through in-school staff INSET, or through individuals joining other schools who are themselves being trained as staff groups. Staff who it is not possible to send on this training can also be authorised so long as the head teacher is satisfied that they have had sufficient alternative training, although these staff and all other staff are always advised to send for or take advice from 'Team-Teach' trained staff when in difficulty.

All 'Team-Teach' trained staff receive a manual which they and others can refer to. Please see 'Positive Physical Intervention' policy for further information.

**Key points of this policy will be communicated to supply staff, work experience pupils and volunteers.**

## **6. REPORTING AND RECORDING**

Any incidents are recorded on a 'cause for concern' form and handed to the Deputy Head teachers/Inclusion Managers. If a pupil needs a Support Plan, they will also have a separate recording book, which is kept in their classroom, but given to Deputy Heads each time an incident is logged. Incidents will be reported to parents/carers, by a phone call or a note in the home school book. Follow up meetings will take place where necessary.

## **7. DISCRIMINATION/BULLYING**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the

intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

(DfE 'Preventing and tackling bullying - Advice for headteachers, staff and governing bodies' October 2014)

The Vale is committed to providing a caring, friendly and safe environment. Pupils are encouraged and supported in telling/reporting to an adult any bullying they may experience or be aware of. Awareness of this area of the school's work is promoted through assemblies, reading stories, role-play, curriculum policies, in particular Personal, Social and Health Education (PSHE), Citizenship, Creative and Expressive Arts and Social and Emotional Aspects of Learning (SEAL).

- Bullying is an unacceptable and insidious activity in schools which can have a profound and debilitating effects on the individuals concerned (as bullies, victims or observers), and on the whole school community.
- It is not easy to measure or define bullying in a simple way. However, it is a behaviour which can be described as the repeated attack – physical, psychological, social or verbal – on those who are powerless to resist.
- Pupils at the Vale, as a result of their learning difficulties, often find it difficult to communicate their feelings to either their parents/carers or to staff, and/or may be unable to report that they have been bullied, so staff need to be extra-vigilant.
- Some pupils, because of their physical or learning difficulties, do not always understand when they are being bullied. Again, particular vigilance is required.
- Other pupils are not able to understand the consequences of some of their actions or things they might say, and how they might affect the feelings of others.
- Some pupils may be perceived as dominating others when they are, in reality, trying to communicate. Staff interventions need to be sensitive, aware and well-informed to ensure the subtleties of pupil dynamics are understood.

### **Radicalisation and extremism**

This school works in partnership with the wider school community to ensure Children and their families are safeguarded from radicalisation and extremism. We ensure the curriculum embeds British Values, teaching our staff, children and visitors to be tolerant and have respect for all faiths within our multi-cultural society.

### **Racial Discrimination/Bullying**

Racially motivated discrimination, harassment and bullying discrimination is harmful and distressing. The term is used to mean all those racially motivated actions and practices by a person or group of people which are directed at one or more individuals consciously or unconsciously, and which are:

- unwanted, cause humiliation, offence or distress
- focus on a person's race, colour, nationality, religion, ethnic or national origin

It may range from an extreme event such as physical assault, property damage or arson to the more common forms of behaviour and attitudes which create an intimidating and negative living environment for those it is directed against.

Examples of racial harassment include:

- physical assault because of race, colour, ethnicity (or religion)
- derogatory name-calling, insults and racist jokes
- racist comments
- ridicule of an individual for cultural differences, e.g. food, music, dress, etc.
- racist graffiti
- reading racist materials such as leaflets, books or magazines
- Property damage or arson
- Provocative behaviour such as wearing racist badges or insignia

Racial harassment can cause a person to feel humiliated, embarrassed or angry. It can cause stress, ill health and fear. Repeated harassment may lead to severe distress, making life intolerable. Black and minority ethnic young people may suffer a double burden if they are subjected to both sexual and racial harassment.

### **Sexual Discrimination/Bullying**

Sexual discrimination, harassment and bullying is harmful and distressing and almost exclusively directed consciously or unconsciously at girls or women, irrespective of age, sexuality, physical appearance, able-bodied or disability. It covers a wide range of offensive behaviour that focuses on a person's gender or sexuality by one person or a group – actions or practices which are unwanted, objectionable and which cause offence or distress. It may range from an extreme event such as sexual assault, to the more common forms of behaviour and attitudes which create an intimidating and negative learning environment for those it is directed against. It may involve unwanted physical advances and touches, sexual comments, looks, suggestions and jokes that cause distress and annoyance. Many people find pornography and the presence of visual material that depicts girls or women as sexual objects deeply offensive. It can cause the person to feel humiliated, embarrassed, threatened or angry. Repeated harassment may lead to severe distress, making girls or women's lives intolerable and causing them to stay away from school.

For example:

- name calling and verbal abuse directed at girls and women
- physical assault and the threat of physical assault
- requests for sexual favours
- threatening behaviour and comments
- sexual assault, rape and attempted rape.

### **Homophobic Discrimination/ Bullying**

Homophobic discrimination, harassment and bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Young people are singled out for abuse if they do not conform to a perceived dominant masculine or feminine gender image or if the perceived or actual sexual identity or sexual orientation of their parent or carer does not conform to such images. Sexist and homophobic terms form a large part of playground banter. It is not only at those who are lesbian, gay bisexual or transgender and who have been open about their sexuality but also those who are perceived to be lesbian, gay, bisexual or transgender.

Many lesbians, gay, bisexual or transgender young people experience bullying at school and at home. Behaviour associated specifically with homophobic bullying includes:

- the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread pejorative use of the word 'gay';
- spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted;
- exclusion from social groups, isolation and rejection;
- in extreme cases, sexual assault or physical attack

### **Disabilities Discrimination/Bullying**

Discrimination, harassment and bullying of young people with disabilities either consciously or unconsciously, can involve vary levels unacceptable behaviour, insensitive language, name calling, talking and gossiping about a persons' disability without their consent, asking for sexual favours, threats, violent behaviour. The discrimination, harassment and bullying of people with disabilities demonstrates the power of able-bodied people to humiliate, abuse and deny rights to disabled people, without due consideration of their special needs caused by their physical or sensory impairment, mental illness or learning difficulties.

For example:

- deliberate acts to cause inconvenience
- name calling and mimicry

- deliberately excluding young people with disabilities
- threatening behaviour and comments
- victimised for having additional support

### **Religious Discrimination/Bullying**

Discrimination of young people on religious grounds either consciously or unconsciously, is a form of discrimination that can involve unacceptable behaviour, insensitive language, name calling, talking and gossiping about a persons' beliefs and practices. In some circumstances young people of certain religions may be blamed for many of the worlds existing problems. It must be remembered that for many ethnic groups religious beliefs are part of that communities cultural identity and with specific links to their way of life.

For example:

- Islamophobic, anti-Semitic name calling and mimicry
- racist or Islamophobic, anti-Semitic graffiti
- Isolation through fellow pupils refusing to co-operate because religious beliefs
- physical assault because of race, colour, ethnicity (or religion)
- derogatory name-calling, insults and racist jokes
- racist comments
- ridicule of an individual for cultural differences, e.g. food, music, dress, etc.

### **Cyberbullying**

Cyberbullying is a method of 'bullying' rather than a type of bullying. It can be defined as the use of Information and Communication Technology (ICT), particularly mobile phones and the internet to deliberately upset someone else.

### **STRATEGIES TO DEAL WITH BULLYING/DISCRIMINATORY INCIDENTS**

- It is the responsibility of all staff to create a positive atmosphere in the school where all pupils behave respectfully towards each other and adults.
- No episode of bullying, no matter how minor it may seem, should be ignored. Tolerance of bullying demonstrates a fundamental lack of respect for pupils as individuals.
- Deputy Heads have overall responsibility for dealing with such incidents and recording the action taken. Incidents and action taken are recorded so that monitoring of the nature and pattern of incidents can be undertaken.
- Close liaison with parents/carers.
- PSHE and Citizenship classes can be used to discuss issues of diversity and deliver anti-bullying messages.
- A wide variety of different resources are used to support pupils in developing social and emotional skills in areas such as empathy, very relevant in reducing bullying, including Social and Emotional Aspects of Learning (SEAL), Talking partners, Equals, OCN.
- The use of creative learning through art, music and drama and dance can develop understanding of feelings and enhance pupils' social and emotional skills.
- The use of positive peer pressure and the involvement of pupils in befriending and mentoring is a positive force in challenging bullying/discriminatory behaviour.
- Active engagement during Anti- Bullying Week each November.

### **The Governing Body**

The governing body plays a key role in developing and monitoring all policies and procedures, therefore all incidents and action taken are reported regularly to the governing body as part of the Headteachers termly report to governors. This will allow the governing body to monitor the number and type of incidents and to assess the effectiveness of the action taken.

## **8. SUPPORT FOR STAFF**

It is important that all staff have good working relationships in order to ensure that consistent, well-informed, skilled and mutually supportive approaches to the management of challenging behaviour are fully embedded in the school. This is ensured by:

- Pupils having respect for all staff, irrespective of status.
  - Teachers, support staff and therapists helping each other and developing consistency in dealing with pupils.
  - Ensuring induction procedures are followed for all new staff and that they have full access to information and opportunities to observe experienced staff working with pupils with very challenging behaviour.
  - Support staff attached to more than one class sharing information.
  - Adults dealing with difficult pupils being supported and empowered when handling conflict.
  - Ensuring time is made during the school day for staff to have time out from class if needed and an opportunity to discuss any issues arising from a major incident with a senior leader.
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### Behaviour Plan - Support for Positive Behaviour and Engagement.

**Student:**                      **Date:**                      **Class:**                      **Teacher:**                      **SNAs:**

Green Zone	
<u>Support strategies</u> The things that we can do or say to keep the student in the green for as much time as possible. What things should be avoided (triggers)?	<u>Behaviour</u> What the student does, says and looks like that gives us clues that he is calm and relaxed.
<ul style="list-style-type: none"> <li>I take longer than most people to complete my work. This is generally because I want to persevere and complete the work to the best of my ability rather than rush it. I should be given time in the session to complete my work to this standard.</li> <li>Praise, certificates, acknowledgement of my maturity.</li> </ul>	<ul style="list-style-type: none"> <li>I am in the green zone for the vast majority of the time. I am very keen to engage both in formal lesson times and also when playing with my peers. I will initiate play with others and have good social skills.</li> </ul>
Amber Zone	
<u>Support strategies</u> The things that we can do or say to stop the situation from escalating further and support the student to return to the green zone.	<u>Behaviour</u> What the student does, says and looks like that gives us clues that he is becoming anxious or aroused.
<ul style="list-style-type: none"> <li>Give me short clear instructions with time to process what you have said to me.</li> <li>Listen to my explanations patiently and model them back to me using the correct English.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes get a little anxious when other people understand things more quickly than I do, or when I am trying to explain something and I cannot think of the words I need to use to explain myself.</li> <li>I may go quiet or I may be anxious but not really show it</li> </ul>
Other information/situations.	





photo

## Behaviour Plan - Support for Positive Behaviour and Engagement.

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **SNAs:** \_\_\_\_\_

### Positive Handling (if appropriate state specific holds or state not required)

When in the red zone described above \_\_\_\_\_ may need mild physical intervention when escorting him e.g. caring C's behind the elbows.

Where positive handling may be required parents to sign to agree to this being part of the plan.

Parental signature \_\_\_\_\_ Date \_\_\_\_\_

### Risk of Harm (low/medium/high) if high give details

Medium risk to others if kicked and to self (hurting himself when kicking a chair)

### Green Zone

#### Support strategies

The things that we can do or say to keep the student in the green for as much time as possible.  
What things should be avoided (triggers)?

- Use of a now/next system whereby if \_\_\_\_\_ completes what is expected of him e.g. reading his reading scheme book then he is given some time to engage in an activity that motivates him e.g. colouring his favourite cartoon characters.
- Limit verbal engagement, answer his questions once but do not engage if he repeats the question many times but rather refer back to the now/next card.

#### Behaviour

What the student does, says and looks like that gives us clues that he is calm and relaxed.

- Calmly engaged in an activity sitting at his desk or elsewhere in the classroom (e.g. working at the computer, or reading a book in the reading corner.)
- Sat by the window looking out and commenting on what he can see.
- Regularly checks something with an adult e.g. 'L... is not in today, R... is in today.'

### Amber Zone

#### Support strategies

The things that we can do or say to stop the situation from escalating further and support the student to return to the green zone.

- Allow to go to the toilet. Check he is ok if he does not return in a few minutes. Be wary if he asks repeatedly to go to the toilet (a movement break may be needed.)
- Encourage a brief walk around the room or short spin. Encourage him to engage in a calming task e.g. \_\_\_\_\_ loves to write out times tables, he finds this reassuring.
- Do not engage with constant comments/questions but use now/next to encourage a calming activity.
- If \_\_\_\_\_ remains in the amber zone a movement break outside class is needed e.g. soft play, cycling, playground. This should be supported by an SNA, preferably with another student to encourage social interaction with the use of now next to support him to return to a calm activity in class.

#### Behaviour

What the student does, says and looks like that gives us clues that he is becoming anxious or aroused.

- May ask to go to the toilet. Sometimes he will genuinely need to go at others it may be his way of asking for a short break from the classroom environment.
- Walks around the room, spins on the spot.
- Increased comments/questions e.g. 'No PE today' in an increasingly anxious sounding voice.
- If this occurs towards the end of the day
- \_\_\_\_\_ is much more likely to need a movement break out side class.

<b>Red Zone</b>	
<u>Support strategies</u> The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury or damage and support the student to return to the green zone.	<u>Behaviour</u> What the student does, says and looks like when their anxiety/arousal level is at its highest.
<ul style="list-style-type: none"> <li>• Ask _____ to accompany you to soft play or to the playground, support this request with a symbol on his now/next card. Keep verbal interaction to a minimum.</li> <li>• _____ may be too aroused to hear/follow this request and may need physical support to escort him to softplay/playground. (see positive handling)</li> <li>• Once at desired location ____ will probably want to engage with the adult which exacerbates the situation. Keep verbal interaction to a minimum but rather refer to the now/next showing what _____ is doing now and a calming classroom activity (colouring/times tables) next.</li> </ul>	<ul style="list-style-type: none"> <li>• Endless stream of repeated questions/comments often about himself or others in a highly aroused voice. E.g. 'No church for.'</li> <li>• This leads to a high degree of frustration usually resulting in kicking a chair (sometimes hurting himself)</li> <li>• <b><u>At this stage he will kick anyone (staff or student) who are near.</u></b></li> <li>• <b><u>_____ is much more likely to enter the red zone towards the end of the day, if possible predict this and use a movement break to distract.</u></b></li> </ul>
<b>Other information/situations.</b>	
<p>_____ loves going out on trips both in the local area and on the minibus. He becomes excited and will need to spin/run if possible. An adult should accompany him and give instructions to return to the group. <b>Do not chase him.</b></p>	