Behaviour Policy

Bishopswood School

Where Every Child is a Valued Individual

Approved by: **FGB Meeting**	**Date:** 25.09.2023
Last reviewed on:	September 2023
Next review due by:	September 2024

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management based on developing a positive culture that promotes excellent behaviour.

- Promote good relationships throughout the school built on trust and understanding.

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.

- Outline our approach to rewards and consequences.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children,

- Paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

3. Philosophy

Bishopswood School believes that a school should be a place where children and young people learn to respect themselves and others in a calm, safe and supportive environment. We believe positive behaviour stems from developing a strong sense of self-worth, confidence in individual abilities and mutual respect. Pupils are to understand their positive and negative choices' impact on themselves and others.

Pupils are encouraged to take responsibility for their actions and show self-control through support and self-management strategies. The promotion of a positive self-image is integral to our behaviour policy. We believe this improves development into adulthood and aids security, happiness, the ability to build good relationships and the capacity to learn. We believe that a well-planned and structured curriculum supports this aim, considering all pupils and students' different learning needs and styles and promoting active involvement and independence.

We maintain high expectations and an understanding of clear boundaries of behaviour, as well as a consistent approach, are essential to promoting an atmosphere where learning can take place. We understand that Bishopswood School has an important part to play in preparing our pupils and students for the adult world and that our own behaviour towards them is as important as our expectations of their behaviour towards each other and ourselves. We can create an environment with an incentive for behaving well by being positive and consistent, and rewarding good behaviour.

It is our belief that rewards are preferable to sanctions when working to modify challenging behaviour, however we recognise that consequences may be a necessary element in some behavioural management programmes.
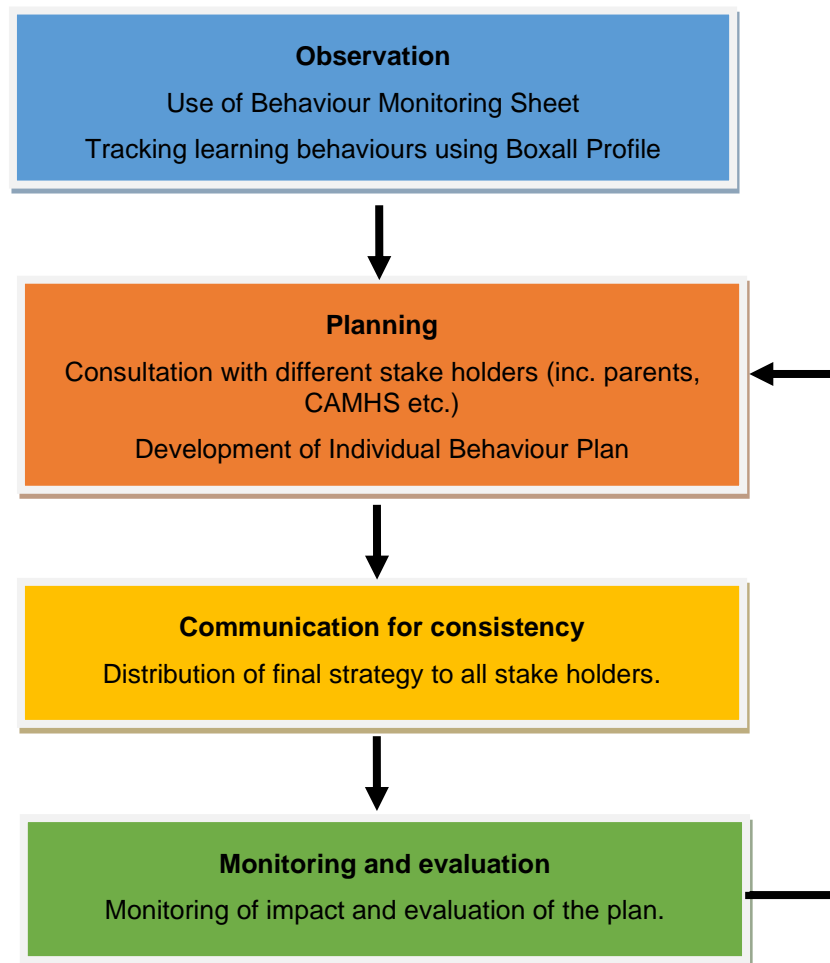
There may be occasions when it is necessary, as the last resort, to use some form of physical intervention to fulfil our duty of care. This will always be reasonable and proportionate and be carried out by specifically trained staff. Full details are covered in a separate Physical Intervention policy.

Central to our belief is that there is no challenging behaviour without a reason, and challenging behaviours are a form of communication. It is, therefore, up to us as staff to try to understand this communication and support our pupils and students to find a better way of communicating. We accept that this will require us to be adaptive, flexible, creative, and reflective when considering and implementing strategies. We provide positive behaviour management training for staff expected to manage challenging behaviour and provide a support system through regular communication with senior leaders. Stage appropriate, rather than age related, strategies will be employed to support pupils in our setting.

4. Practice

We recognise the importance in carrying out consistent strategies of behavioural management and working with different parties to develop Individual Behaviour Plans (see Appendix 1). Where required, these will be written up and distributed to everyone coming into regular contact with the pupil at school so as to maintain consistency. Where at all possible, parents/carers will be kept informed and may be closely involved at every stage of planning and implementation. Outside professional advice e.g., CAMHS will be incorporated where possible. All Individual Behaviour Plans are regularly monitored and updated if required.

We always try to identify why a child behaves in a certain way, identify potential triggers and use this as the basis for developing Individual Behaviour Support Plans. Our practice must be well thought out and our responses based on principled reasons. Therefore, we pay as much attention to how people around the child are reacting to the behaviour and what is happening prior to it, as we do to the behaviour itself. We begin by observing the pupil displaying challenging behaviour and recording when the undesirable behaviour occurs, what preceded it, staff responses and the impact of these responses using a Behaviour Monitoring Sheet (see Appendix 2). Support is provided from the Senior Leadership Team within school to devise an approach, which may include putting together an Individual Behaviour Plan if required.

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┌─────────────────────────────────────────────┐
│                 Observation                  │
│       Use of Behaviour Monitoring Sheet      │
│  Tracking learning behaviours using Boxall   │
│                   Profile                    │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│                  Planning                    │
│ Consultation with different stake holders    │
│        (inc. parents, CAMHS etc.)            │
│   Development of Individual Behaviour Plan    │◄──┐
└─────────────────────────────────────────────┘   │
                      │                            │
                      ▼                            │
┌─────────────────────────────────────────────┐   │
│         Communication for consistency        │   │
│  Distribution of final strategy to all       │   │
│               stake holders.                 │   │
└─────────────────────────────────────────────┘   │
                      │                            │
                      ▼                            │
┌─────────────────────────────────────────────┐   │
│           Monitoring and evaluation          │   │
│   Monitoring of impact and evaluation of     │───┘
│                 the plan.                    │
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5. Roles and responsibilities

5.1 The Governing Board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.

- Modelling positive behaviour in line with the school's Code of Conduct, within the Staff Handbook.

- Providing a personalised approach to the specific behavioural needs of particular pupils.

- Recording behaviour incidents on CPOMS. Reports should be made by the person leading the incident, if other staff have concerns over how the incident was managed this should be followed up using the safeguarding and/or whistle blowing procedures.

The senior leadership team will support staff in responding to behaviour incidents.

5.4 CPOMS Reports.

When making CPOMS reports it is essential that:
- Full details of the incident are given including:
  - Date, pupils/staff involved
  - The trigger
  - The events
  - The follow up, including
    - First aid offered
    - Any communication with parents or external agencies
    - Any changes/actions brought in as a result

5.5 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.

- Inform the school of any changes in circumstances that may affect their child's behaviour.

- Discuss any behavioural concerns with the class teacher promptly.

6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time.

- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Strategy.

7. Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment are not acceptable and will not be tolerated. Reports will not be passed off as banter or part of growing up. Reports of sexual violence and sexual harassment are likely to be complex and any decisions taken will be on a case-by-case basis in line with Sexual violence and sexual harassment between children in schools and colleges and through support from agencies such as children's social care and the police as required.

8. Rewards and Consequences

8.1 Rewards

Bishopswood's policy on everyday management of pupils' behaviour is based on rewarding and celebrating achievement. The language of choice is to help reinforce pupils' accountability and responsibility for their own behaviours and actions. We actively encourage our pupils to choose the right thing to do and where appropriate explain the consequences of their choice – both good and bad. We link consequences to choices that they have made and use specific descriptive praise when good choices are made.

We believe that we have a collective responsibility to promote and reward positive behaviour. Positive behaviour will be rewarded with:
- Use of frequent and specific praise
- Letters/phone calls home to parents/carers
- Having jobs and responsibilities to promote trust and accountability.
- Have Visual Reinforcement Systems – use of 'I'm working for……' cards
- Class or Individual Rewards system
- Choose pupils as the special helper for certain staff.
- Golden Time at the end of the week.
- Messages to other members of staff.
- Have a Star of the Week from each class during end of week Assembles.

We reinforce 'wanted' desired behaviours using reward systems appropriate to the pupil/student and minimise attention for or ignore 'unwanted' undesired behaviours.

8.2 Consequences

We work on developing awareness of the consequences of their actions from some learners at Bishopswood School. Some learners will be aware of the consequences of their actions, which may support the use of particular sanctions.

We believe in taking a proactive approach and therefore aim for our responses to be:

- **Positive and calm**

- **Related**

   The response is clearly connected to the pupil's behaviour and its function. This relies on staff knowing the child well and that the function of the same behaviour may be different for each child, or even for the same child at different times.

- **Respectful**

   Responses need to be given with empathy –by being respectful in tone of voice and body language.

- **Reasonable**

   An integral part of the consequence must be a discussion about the offending behaviour, including a discussion about alternative methods of responding.

   If boundaries are put in place, they must be fair and appropriate for that pupil's' level of understanding. Much of this work is embedded in the consistent approaches and teaching strategies used across the curriculum, however there may be specific strategies for both the management and the modification of a range of inappropriate or unacceptable behaviours.

On occasion, for a minority of pupils a sanction may be required in response to unacceptable behaviour e.g., work being completed at breaktime. Any sanction used considers the pupil's development stage and understanding level.

We may use one or more of the following consequences in response to difficult and dangerous behaviours:
- Verbal advice and take up time.
- Refer the pupil to Senior Leadership/or change of face/change of setting.
- Fulfil the unmet emotional and/or sensory need.
- Letters/phone call to parents/carers
- Time in with an adult.
- Reduced timetable

Fixed term suspensions can be applied to as a consequence to certain dangerous behaviours.

8.3 Off-site behaviour

Consequences may be applied where a pupil has displayed difficult or dangerous behaviours when offsite. Consequences maybe outside of Bishopswood School's control. Pupils access off site trips and provisions with the correct support and the appropriate environment, when they are ready to safely do so, following a thorough risk assessment.

9. Exclusion

Whilst we endeavour to support our pupils to make positive choices and support those pupils who display challenging behaviours, occasionally, there is a need to exclude a pupil for a fixed period of time. This is known as a Fixed Term Exclusion (FTE). This is usually due to a pupil causing harm to other pupils or staff member or where the pupil's behaviour is severely harming the education of others.

Parents will be informed by telephone by the headteacher, or Deputy Headteacher if the Headteacher is unavailable. A follow up letter will be sent and will be copied to the Chair of Governors, SEN Team, Educational Psychologist Service, OCC Exclusion & Reintegration Service and Locality and Community Support Service (South). Other professionals that may be working with the pupil, such as the Behaviour Support Team or CAMHS will also be sent the letter. Parents will never be asked to have a child at home due to behaviour concerns without a Fixed Term Exclusion.

A Fixed Term Exclusion would usually result in the school requesting support from OCC Exclusion & Reintegration Service, CAHMS and the Behaviour Support Service if these agencies are not already involved with the pupil.

During the period of a fixed term exclusion, the school will provide learning activities to be carried out at home.

A reintegration meeting between the school and the parents/ carers will occur before the pupil returns to school.

A decision to exclude a pupil permanently will only be taken by the Headteacher:

> • in response to a serious breach or persistent breaches of the school's behaviour policy; and

> • where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

10. Behaviour management

10.1 Training

Training is provided to all staff:

- To ensure that there is a real attempt to understand reasons for and functions of challenging behaviours.

- To recognise that the pupils' learning difficulties and disability may be a major contribution to their challenging behaviour.

- To ensure that the abilities and needs of each child are at the forefront of any behavioural plan.

- To support all approaches to behaviour support by using the principles of 'human presence, participation and reward' with the rejection of any course of action that could be interpreted as punishment:

    a) 'human presence' means that pupils will always have the reassurance of an adult presence no matter how challenging their behaviour.

    b) 'participation' means that pupils' challenging behaviours, wherever possible and appropriate, will be redirected into other activities by persuasion and encouragement.

    c) 'reward' means that pupils' behaviour will be re-directed in a positive manner and so lead to a desire on the part of the pupil to re-engage in acceptable behaviour.

- To develop strong attitudes of self-worth and respect for others through a curriculum rooted in the pupils' specific needs and using integrated working with therapists to ensure a consistent approach is achieved.

- To ensure that appropriate strategies are held within a Behaviour Support Plan for pupils who habitually display behaviours that challenge, in consultation with relevant multi-disciplinary team members (including CAMHS), school staff and parents.

- To ensure these programmes are shared and discussed with all staff working with that pupil regularly and are monitored and updated, as necessary.

- To train staff to be skilled at using physical handling techniques when it is necessary to do so. All staff completed TEAM TEACH training. This is refreshed every 24 months.

- To encourage thinking around the use of skills taught in line with TEAM TEACH principles and to support staff to be confident about using their professional judgement to use all skills in the best interest of the pupil.

Behaviour management will also form part of continuing professional development.

10.2 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property
- Significant disruption to the good order of the school.

Or in response to a known trigger.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Be in the best interests of the pupil.
- Be reasonable, proportionate, and necessary.
- Never be used as a form of punishment.
- Be recorded and reported to parents/carers/social workers.
- Be recorded and reported within 24 hours.

10.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Programmes have been developed to help Bishopswood Pupils with behaviour management:

- Zones of Regulation

    The Zones of Regulation programme (Leah Kuypers, 2011) is a visual framework to support effective self-regulation. Self-regulation can go by many names such as self-control, self-management and impulse control. The programme is designed to help pupils recognise when they are in the different emotional zones as well as learn how to use strategies to change or stay in the zone they are in. There are four zones; blue, green, yellow and red.

The blue zone is where a pupil will be if they are feeling in a low mood such as sad or a low arousal state such as tired.

The green zone is the optimal zone for learning and where pupils will be if they are ready to learn, focused, happy and calm.

The yellow zone is where the pupils will be if they are not ready to learn because they are over aroused, feeling worried, silly, excited, frustrated, scared or overwhelmed.

The red zone is where pupils will be if they are feeling angry and out of control.

Pupils in all classes receive specialist input to increase their emotional vocabulary and learn how to read facial expressions body language in others, and the impact of their actions on the feelings of others They are supported to recognise emotions and arousal states in themselves and then taught strategies to help them return or to stay in the green zone. Pupils are taught that it is OK to be in any of the zones and that we all experience the different zones for different reasons. Emphasis is put on the strategies we can use to help ourselves.

The sensory room is in place for the children that are having difficulty self-regulating in the classroom and is designed so that the pupils will use appropriate strategies (e.g. jumping on the trampoline, rolling on the roller, deep breathing) in order to return to the green zone. They can ask, or be asked to have some time in that room,

- Comic Strip Conversations –

Comic Strip conversations (Carol Gray, 1994) are a simple method of representing a conversation in a visual format. Using Comic Strip conversations various aspects of an interaction can be represented such as what someone is saying, how they might be feeling and what their intentions might be. Using simple stick figures, symbols and colours to represent an interaction, the different elements of an exchange can be presented visually so that more abstract aspects of social communication (such as interpreting the facial expressions of others) are made more 'concrete' and therefore easier to understand. Comic Strip conversations can be used to help a pupil understand a specific interaction and to understand the positive aspects of the interaction and where a communication breakdown may have occurred. It supports the pupil to see the interaction from the perspectives of others involved, and to further understand the emotional state of others involved. Comic Strip conversations can be used in conjunction with The Zones of Regulation as the same colours can be used to represent the emotional states of the people involved.

- O.T. Resources and Toolbox

Once a child has been identified as having self-regulation needs then an individual toolbox is compiled for that child in collaboration with the OT department. Staff working with that child are advised by the OT what strategies/input may help. Staff working with that child will then support the child to identify what will work best to self-regulate at the time when it is needed.

Each class teacher is responsible for OT resources being appropriately available in close liaison with the OT.

- The walkie talkies will be used to ensure that no adult is unsupported in a difficult situation or remains in need of assistance (Appendix x for details of the procedure).

11. Recording and Reporting

Behaviour Plans (Appendix 1)

Behaviour Plans are in place for all pupils that require or have required RPI (Restrictive Physical Interventions). The aim of these is to identify what a pupil's behaviour may be communicating and what support can be provided using a staged approach. These are shared with parents and relevant agencies. Information from external agencies will support individual Behaviour Plans.

Behaviour Monitoring Sheet (Appendix 2)

Behaviour Monitoring Sheets are used when observing a pupil displaying challenging behaviour and recording when the undesirable behaviour occurs, what preceded it, staff responses and the impact of these responses.

Incident Sheet (Appendix 3)

In the event of an incident which requires a RPI (Restrictive Physical Intervention) or a serious incident an Incident Sheet is completed, and a record is made in the Accident Book (Bound and Numbered Book). Parents are informed through the Home-School Book/Diary or via a phone call within 24 hours. A copy of the Incident Sheet is also sent home.

Listening and Learning Sheet (Appendix 4)

Following am incident which required a RPI (Restrictive Physical Intervention) or a serious incident, when the pupil is state to discuss what happened, a Listening and Learning Sheet is completed. This is then kept with the Incident Sheet.

Racist Incident

Any racist incident is to be recorded on CPOMS and reported to DSL (Designated Safeguarding Lead) or a DDSL (Deputy Designated Safeguarding Lead) at the earliest available opportunity.

Bullying

Any incident of bullying, including cyber-bullying is to be recorded on CPOMS and reported to the DSL or a DDSL at the earliest available opportunity.

12. Assessment of Behaviours for Learning

Positive behaviour is underpinned by strong behaviours for learning. Half termly monitoring and assessment of pupils' behaviours for learning will be carried out using the Boxall Profile. This will enable the school to identify areas of need and monitor progress over time.

13. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. Where applicable, pupils may be in receipt of social stories to prepare and support them through the transition.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child Protection Policy
- Anti-bullying Policy

15. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body annually. At each review, the policy will be approved by the headteacher.

Appendix 1: Bishopswood School Behaviour Support Plan

BISHOPSWOOD SCHOOL BEHAVIOUR SUPPORT PLAN

Pupil name:		Class teacher:	Class:
Medical needs/medication:	Year and term:	Date for review:	Reviewed by:

My behaviour at a glance:

I love playing with sensory and messy play. I can sit with the class group. I smile at and calmly show affection to familiar people. I can follow instructions.	I will find it difficult to sit down and focus. I may run around and climb in tables or other furniture. I may drop to the floor. I can get very excited and giggly.	I can get very upset and grab onto and pull at adult's clothes and hair. I may pull hair of other children and I may shout and cry.

Zones of regulation:

How I communicate:	My break is:	Skills I am working on to help me self-regulate:	My likes and positive relationships:	Functions of behaviour:	My dislikes and triggers:
-I use gestures to communicate such as guiding an adult by the hand or pushing them away when I want space. - I am working on using PECS	- Outdoor swing (calming) - Bubble tube in the sensory room (calming) - Trampoline or yoga ball (movement) - Water and sensory play - Soft play (movement)	-I am learning to access calming breaks with adult support	-I have different carers supporting me at home so familiar people are very important to me, including my mum and Diana	-sensory needs -frustration when I don't understand or I'm hungry -Attention -Tangible	-things finishing -new people sometimes -when I don't understand

Level of behaviour	Description of behaviours	Possible triggers	Pro-active strategies (what will help to avoid these behaviours occurring)	Re-active strategies (what to do if the pro-active strategies do not de-escalate the situation)
Stage 1: Low-level				
Stage 2: Medium level				
Stage 3: Crisis level				
Stage 4: De-escalation				
Stage 5: Restorative				

Key preferred supportive strategies, intervention and handling strategies:	**Medical/Emotional needs:**
Parents / Guardians comments:	
Parents / Guardians names:	**Parents / Guardians signature:**
Teacher signature:	**Pupil signature (if appropriate):**
Head of school comment / signature:	

Appendix 2: Behaviour Monitoring Sheet   Activity Engagement Tracker

Name:	Class:	Date:

Strategies			
1		6	
2		7	
3		8	
4		9	
5		10	

Time/Adult Supporting	Activity/Location	Mood	Strategy used	Effective?
Outcome Describe any behaviour that has challenged. What happened before the behaviour, describe the behaviour			Function	
			Gain attention Escape attention Gain item Escape item Gain sensory Escape sensory	
Outcome			Function	
			Gain attention Escape attention Gain item Escape item Gain sensory Escape sensory	