



HIGHFIELD LITTLEPORT ACADEMY
An Active Learning Trust School



HIGHFIELD ELY ACADEMY
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HIGHFIELD ACADEMIES

BEHAVIOUR POLICY

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Philosophy

All staff accept a collective responsibility for the management of good behaviour and the challenging of negative behaviour. 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. Highfield Ely and Highfield Littleport are area special schools and as such have pupils on roll from 2-19 with a wide range of additional needs. Each pupil has their own individual needs and as such needs an individual response to their behaviour. Our approaches towards behaviour positive and negative are designed to meet the needs of all our students.

Each 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 them 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 at the lowest possible level of intervention that keep them safe and works towards diminishing 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, however we recognise that all our pupils are individuals and will not fit neatly into the descriptions.

Prior to pupils starting at either Highfield School we hold a pre-admission meeting. 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).

It is important that we act consistently and we develop positive relationships between both students and staff. We aim to:

- Build a positive and friendly atmosphere for the community at both Highfield Schools
- Function with a clear structure where behaviour is dealt with effectively and efficiently
- Encourage reward and good work, determination and achievement
- Approach each day as a new opportunity to learn, be it academically, socially or emotionally

We believe in recognising, celebrating and rewarding achievement of all kinds. Our rewards system is designed to celebrate successes. We also have clear expectations regarding behaviour and consequences for behaviour that is not acceptable. Our consequences system is based on a fair set of rules that will be applied by staff consistently and is based on giving students chances, choice and consequences.

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, the situations they put themselves in as well as the behavioural responses that are necessary to work with resulting behaviours.
- **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 Team Teach trainers working for either Highfield School as well as qualified trainers from other area special schools. 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 as an emergency response, i.e. 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 anxiety 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 understanding and compassionate.
- 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 the individual understands them.

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. The school has a defined code of conduct to promote positive behaviour as follows:

- Move calmly and sensibly around school
- Be honest
- Learn lots of new things
- Listen carefully
- Take care of resources and others
- Be kind to each other
- Attend school regularly and on time ready to learn

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.

Our Behaviour Management Policy follows Department of Education (DfE) guidance, recognises the requirements of the Disability Discrimination Act, and issues covered in the Human Rights Act and Race Relations Act, is integrated with the school's SEN/D policy.

Staff Guidance

Staff adhere to the following key points:

- Consequences will be just, fair, appropriate and clearly explained
- Staff will take account of the needs and circumstances of individual students with particular identified difficulties when implementing the policy
- Whole class punishment will be rare, and only after consultation with the Assistant Head of School / Department Leader
- Setting additional work as a consequence for poor behaviour is not appropriate
- Parents/carers will be informed, as appropriate, of consequences
- All standards of behaviour expected at school should also be expected of students on trips, whether in or out of uniform
- Students will be given the opportunity to learn from their mistakes and make a fresh start

All staff are expected to use a set script when working with students to help de-escalate their behaviour. It is important that this approach is standardised across all staff and used to promote consistency of approach. An example of the script is shown within Appendix

- ii. The aim of this is to help the student to calm and ensure the response is predictable to all concerned.

Parents/Carers

Parents/carers and teachers have joint responsibility, with students, for fostering responsible behaviour. The most important thing a parent can do to support the school is to send their child to school each day on time, equipped and ready to learn. Parents/carers are asked to respect the school's behaviour policy and the disciplinary authority of school staff. The Home-School Agreement is signed by parents/carers upon admission to our school and the school aims to work with parents/carers should difficulties arise. The school will also inform parents/carers about improvements in behaviour. Early identification of potential difficulties is considered vital in changing behaviour patterns and parents/carers are encouraged to support the school and play a lead role in the implementation of new strategies to assist a student in making the progress of which they are capable. Students' Teachers are the first point of contact for parents/carers, and are the foundation of our approach. If students are having particular difficulty meeting school's expectations about behaviour, the school or local authority will consider whether parental influence could help bring improvements. If so, provided parents/carers are willing to work with the school or local authority and want or need support in order to help improve their child's behaviour, the school's governing body, or the Active Learning Trust, may offer a written voluntary agreement designed to engender a productive relationship with parents/carers and provide individualised support.

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 postcards home.
- 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.
- Work on display.
- Verbal praise.

Encouraging Good Behaviour

Staff always try to build relationships with students and encourage students to choose the right behaviour. Teachers use a number of classroom management strategies, give chances of success and reward success, and staff training, support documentation and colleague interaction all focuses on emphasising the positive and ensuring students have a fair and consistent experience, and understand expectations.

All staff are responsible for maintaining high standards of behaviour within their classrooms and throughout the school. There are a variety of low level behaviour management techniques that staff will use, such as:

Low level behavioural strategies include:

- moving a student to a different part of the classroom, or to an isolated desk away from distraction and the triggers for the behaviour (or potential behaviour)
- giving the Student brief reflection time outside the door of the classroom monitored by an adult
- strategic use of a Teaching Assistant
- suspension of privileges e.g. school trips, taking the register
- Managing the environment (e.g. moving tables, chairs out of the way)
- Prompting
- Caring gesture
- Redirection / distraction and diversion
- Diffusing the situation through good humour
- Proximity (e.g. moving away from triggers)
- Directive statements and positive reinforcement of what is expected
- Time away
- Planned ignoring and positive attention

If behaviour management techniques have failed then students can be asked to have time outside of the classroom for a short period of time if they are deemed to be:

- Stopping others from working
- Aggressive /violent to people or property
- Persistently disrupting the learning environment
- Abusive to staff or peers

If possible and appropriate related to the needs of the student, after a discussion about the behaviour, students should be returned to class.

Where a student begins to experience difficulties in their behaviour early tracking and recognition by the class team is essential. When this is noted the staff team are required to track behaviour closely for related dependence or anxieties related to different variables within the class. This could be time of day, adult working with the student or location for example. It is also essential for staff to recognise the students resulting protective and risk factors that may be influencing their behaviour while at school. An analysis can then take place where possible differentiation and adaptations can be made within school. The aim is to minimise these resulting behaviours and manage the associated feelings that the student is experiencing.

Consequences

Consequences can include:

- Withdrawing the Student from a lesson or from a peer group
- Withdrawing participation in a school trip or event
- Taking away break or lunch time privileges
- Confiscation of property
- Exclusion from school – either for a fixed period or permanently

The principle of the consequences system is that students are given a fair set of guidelines and are given the chance to behave. If they choose not to behave they will be given support and encouragement to modify their behaviour. The Student is then given the choice to regulate their own behaviour but if they fail to do so, there may be a consequence. The appropriateness of these consequences will be judged on an individualised basis. Any consequence resulting in exclusion is notified to parents/carers with 24 hours notice.

Exclusion

In most cases, exclusion will be the last resort after a range of measures have been tried to improve the student's behaviour. We follow DfE guidelines on exclusions, and the final decision to permanently exclude can be made only by the Headteacher or through delegation to one of the Assistant Headteachers. When deciding to exclude student, either on a temporary or permanent basis, the Headteacher will ensure there has been a thorough investigation and that a record is kept of her/his actions and those of other staff. The standard of proof currently applied in school exclusions is the balance of probabilities. Such exclusions will be used to ensure the behaviour of the one does not impact on the education of the many.

Reasons for Exclusion (guideline examples):

- Threatening behaviour, including verbal abuse, physical aggression or violence towards students and/or staff
- Deliberate damage or vandalism
- Persistent bullying or a single case of extreme bullying
- Disruption to the well-being of the school
- Any physical assault on any student or member of staff
- Serious or threatened violence against another Student or a member of staff
- Any sustained and deliberate behaviour which directly undermines the fabric of the school, detracting from it being “a safe place of education”

If a Student is excluded from school, either permanently or for a fixed period, the parents/carers are responsible for ensuring their child is not in a public place during school hours. Please refer to the Active Learning Trust Exclusions Policy for further details and terms of reference. After a fixed-term exclusion, the student and parent/carer must attend a reintegration meeting with their parents/carers and the Headteacher. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the student arranged at this time.

Support and Prevention

The behaviour policy encourages students to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour. It incorporates staff training on promoting positive and consistent behaviour standards within the school.

Time for Me

There are “Time for Me” rooms at each Highfield School. These rooms are used by pupils who need a quiet space or time to calm down in an alternative environment with minimal distractions. Pupils for whom the time for me room would de-escalate a situation which would otherwise possibly lead to harm or holding will be encouraged, or gently directed where they aren’t making the best decisions, to use one of these spaces. On occasions students may benefit from little or no interaction however pupils using the Time For Me rooms will usually be accompanied by a member of staff. Within this space staff support the student either through sensory calming activities, non verbal interaction, counseling and talking time or strategies such as planned ignore.

Students may also benefit from time outside, use of workstations and change of space in order to assist them in calming when heightened. A member of staff always supports this. Use of alternative spaces within school such as sensory rooms and soft play rooms may be used as effective distractions when a student requires calming or distraction.

Team Teach – Restrictive Physical Intervention

In some cases it may be necessary to use Physical Intervention. 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.

Seclusion

The advice from the DfE states in the Behaviour and Discipline in Schools (January 2016) that “Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.”

At Highfield schools we don’t use seclusion as a regular behaviour management strategy, however we recognize that as an emergency, one off response, it may need to be employed if all else fails and a dynamic risk assessment has been completed by a senior member of staff. This will only be used where other strategies have been tried and failed and there is significant risk of harm to the young person, other pupils or staff or property. It is important to note that dues to perimeter fencing, fobbed doors and areas such as the

science lab which present safety risks, students aren't able to access all areas without staff being present to allow them in.

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 Head of School's 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 shared drive under a folder entitled 'Individual Behaviour Plans'.

Appendix i

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 needs clear boundaries and explanations but is able to appreciate consequence.	Pupil is able to understand the consequences of their actions and be reasonably expected to exert self-control 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.

Appendix ii

Staff De-escalation Script

Name...

Pause

'I can see something is wrong/has happened...'

'Talk to me...'

'I want to help'

'How can I help'

'Lets go and...'