

Behaviour Policy

Status: Approved Date: Dec 2019

Review Date: Dec 2021

Governor Leadership: Personal Dev', Behaviour and Welfare Committee

Executive Leadership: Executive Headteacher

Key Manager/s: Social and Emotional Development Manager, Heads of Key Stage/Base

Full Consultation/signing group: All contact staff

Wider consultation: students

What the students need to know:

- At Samuel Laycock, we expect the highest standards of behaviour showing our values of RESPECT: Resilience, Effort, Safety, Politeness, Equality, Courage, Truth.
- We are completely committed to keeping you safe and able to focus on learning to the best of your ability
- If you make a mistake or find it difficult to keep our highest standards of behaviour we will teach you to do so for the sake of:
 - your fellow students who have the right to a safe, supportive school in which to learn
 - staff at school who have the right to a safe, supportive workplace so that they can teach students to achieve
 - most of all to teach you effective ways of behaving with other people so that you can have a successful life.
- We will reject poor behaviour but we will do our utmost to continue to support you.

What every member of staff needs to know:

- We need to model the highest standards of interpersonal interactions- showing students and others what our values of RESPECT look like.
- We will take a professional, 'solution orientated', approach to supporting students who exhibit challenging behaviour. We condemn 'poor behaviour' never the person- 'consequences' will be given in 'sorrow not in anger'.
- It is our responsibility to be in control and consistent in managing behaviour; not personal. We understand that it is consistency, not severity, which will improve behaviour.

What every adult needs to know:

- The solution to challenging behaviour is based on positive relationships and strategies to teach a better way.
- Samuel Laycock will ensure the highest standards of social interactions through a solution orientated approach.

1. Introduction:

Everything we do at Samuel Laycock must be based around providing our pupils with the best education possible and preparing them for the most successful life they can have through our mission statement:

Our pupils will learn:

- about the world; we believe in the entitlement of all our students to a broad, balanced and relevant education
- to be effective in the world; we will teach our students to optimise their success in achieving their goals in the world by teaching them the essential skills that will enable them to thrive in a changing world
- to be confident, caring, safe, citizens

Through these objectives we will teach pupils our values of RESPECT:

- **Resilience**- everyone makes mistakes- the important thing is to put them right and learn from them
- **Effort**- you get out what you put it
- **Safety**- think ahead and make sure you and everyone else remain safe
- **Politeness**- treat others as you would like them to treat you
- **Equality**- you are just as important as everyone else in school but everyone else is just as important as you
- **Courage**- have the courage to 'do the right thing'
- **Truth**- face up to the truth, tell the truth and be true to the person you want to be.

Our behaviour policy relates to each of these values but particularly resilience, safety, politeness and equality.

It is a central part of our mission to teach students the British Values of respecting others, tolerance of diversity and respecting the rules of appropriate organisations and institutions.

2. Principles:

We believe:

- A school where everyone - all pupils, staff and visitors - feels safe and comfortable in the high social standards around them, is the single most important prerequisite for high quality teaching, learning and the progress and achievement that our school is completely committed to.
- Learning to behave in a safe and socially appropriate manner is the single most important factor determining the life chances for each pupil.
- The ability to attain high social standards of behaviour is a learning need and pupils experiencing difficulties need to be taught a better way. As with all areas of learning in school, we will address this core need with a balance of high challenge and high support.

Principle 1: Consistently High Standards

- Teach RESPECT values
- Zero acceptance- address all challenging behaviour in a considered manner appropriate for each individual

Principle 2: Behaviour is a learning need

- Adults are responsible for modelling, establishing and maintaining high social standards
- Pupils need to be taught to identify and recognise their feelings and those of others
- Pupils need to be taught to maximise their responsibility for their behaviour as they approach adulthood

Principle 3: a personalised approach to achieving high standards

- Every pupil in our school has SEN and is different - they need a personalised approach to achieving the high standards we want for all
- Underlying needs are not an excuse but need understanding and addressing to improve behaviour
- Pupils need to be taught to self-regulate their responses to their emotions

3. Prevention:

3.1 Maintaining High Social Standards: Prevention of difficulties in challenging behaviour

3.2 Clarity of expectation and communication: use clear, direct, positive language, staff need to patiently follow through all instructions to compliance or consistently address with pupils later.

3.3 Quality relationships: with empathy, maintain high expectations for all pupils, show interest in every pupil's needs, views and interests in order to communicate to each pupil their intrinsic value as a person maintained through high expectations and high support with "unconditional positive regard" and always separating disapproval of any negative behaviour from the acceptance of the pupil as a person. Sharing positive experiences and interactions builds positive relationships.

3.4 Quality first teaching and provision:

- have 'keep pupils busy & engaged' learning and routines
- differentiate and pitch the work precisely to optimise independent access, appropriate challenge and self-esteem
- meet SEN needs including sensory needs
- learn about social rules and expectations including through PHSEE including SRE
- learn about the school's RESPECT values including through assemblies and Dojos
- learn through the implementation of IEP targets especially in the areas of "Working with others" and "Improving own learning"
- Think ahead! Staff must anticipate difficulties based on prior information and plan to avoid, minimise or manage the risks involved. Where there is a foreseeable risk that students may have difficulties managing their behaviour staff must plan ahead.

3.5 Rewards:

- The most important reward for appropriate behaviour is positive relationships with peers and staff
- Staff should use descriptive acknowledgement to celebrate and reinforce high social standards
- Pupils can go to further staff to recognise their positive behaviour choices such as the Head of School who has stickers and other small rewards
- Positive communication with parents can be extremely effective in reinforcing positive behaviour
- School operates the Class Dojo rewards system to reward all our RESPECT values including high social standards of Politeness and Equality
- Students with ASC may need reward activities throughout the day in order to motivate them to complete their best targeted learning work.
- At the end of some terms school will operate a “Golden Time Friday afternoon” for the last two weeks to reward appropriate positive behaviour

3.6 Teaching key skills for self-regulation:

- Self-esteem and respect for one’s self and others
- Emotional intelligence
- What safety is, the consequences of actions and the ability to think ahead before acting
- Social resilience including:
 - what positive relationships with peers consist of and how to make them
 - the ability not to follow peers in making poor decisions
 - strategies of conflict resolution
 - That everyone makes social mistakes at some time but that mistakes need to be ‘paid back’ and that this is not personal but a way of ‘finishing’ and moving on.
- Learning resilience, the importance of learning, finding motivation for learning, that it’s OK to have different abilities than others, that it’s OK to make genuine mistakes as one can learn from them.

3.7 General rules of order, organisation and cooperation: Students’ code of conduct - in line with RESPECT values - developed with pupils (December 2019) so that school will teach pupils to follow:

Resilience & Effort

- ✓ Keep going, don’t worry - your best is always good enough
- ✓ Mistakes are OK - you can learn and improve
- ✓ Join in and work with people

Safety

- ✓ Kind hands - no play-fighting, no hurting or dangerous behaviour
- ✓ Stop, think, act - be safe - no leaning back on chairs or climbing. Walk and don’t run in the corridor
- ✓ Only sit on chairs and do not sit on tables or other inappropriate surfaces
- ✓ Stay in the right place
- ✓ If you are angry or upset, follow your strategies
- ✓ Remind your friends to be safe - if they aren’t, tell an adult

Politeness and Equality

- ✓ Treat everyone with equality, respect differences
- ✓ Use appropriate language, speak to others as you would like to be spoken to, indoor voice, and do not swear
- ✓ Listen respectfully to others
- ✓ Respect property - keep your books and work neat and tidy
- ✓ Enter the classroom sensibly and support each other to focus and learn
- ✓ Follow the uniform policy

Courage and Truth

- ✓ Be Truthful- to others and yourself. If you feel upset tell an adult
- ✓ Have the courage to admit mistakes and learn from them
- ✓ Give yourself a challenge- conquer your fears

3.8 Responding to lapses in high social standards in general:

Any 'lapses' or challenges should be met with a 'solution orientated' approach (Staff Code of Conduct).

Staff should use interpersonal skills of behaviour management - eg patient determination to see it through to the pupil adopting high social standards, "the teacher look", effective expressions of serious disapproval or mild disapproval as appropriate, the withdrawal of attention etc.

Some behaviours are best dealt with by not 'rising to the challenge' under the circumstances of the pupil's choosing- including an audience - but are best dealt with at a time of staff choosing under controlled conditions.

Staff may also issue more formal consequences "in sorrow not in anger" and with "certainty not severity" that are carefully considered, meaningful and impactful for the individual.

The promotion of restoration (putting things right) and a fresh start. Students must be taught about the effects of their actions on others and one way of achieving this is teaching the student to "make it right" after a major "behaviour mistake". This can either be in terms of making up 'lost learning time', repairing physical damage or the emotional damage on others. Students should be taught to feel better when they have "made it right". Remembering that being 'in the wrong' is one of the worst feelings to face.

Use of the Calm Rooms: where a pupil is seriously or repeatedly breaking the school's rules and posing an intolerable risk to health and safety and/or disruption to learning, school may insist on restricting the pupil's range of movement including the use of a structured physical environment and staff ushering the pupil to a calm room providing that this is reasonable, proportionate and necessary. In particular, consideration will be given to ensuring that whenever possible this is in the pupil's interests in supporting modification of their behaviour to optimise their access to education and future life opportunities. This must not be presented as a punitive measure but as a method of supporting pupils to regain self-regulation and maintain Health and Safety and an acceptable learning environment within school.

Where a pupil is constrained within the calm room they will be informed of clear criteria by which they can demonstrate that they are able to re-join the general school. Due to a pupil's diminished capacity to ensure their own safety when experiencing a behaviour crisis, staff acting within their duty of care (to reduce foreseeable risks) will not allow the pupil into the main body of the school until they have shown that they are safe to do so. This may include preventing them from leaving a safe area within school until they have demonstrated that they are no longer a risk to themselves or others by complying with a number of low level requests. This may call for the agreed physical interventions if the pupil refuses to remain in the safe area until they are cooperating with these basic instructions. Pupils will be supervised at all times during a behavioural incident and the short term restriction of their liberties within the school environment will only be undertaken for the minimum time necessary to safeguard their wellbeing and the wellbeing of others.

More serious but isolated lapses in high social standards that are not foreseeable, and therefore not covered by a Behaviour Plan - including violent or highly disruptive behaviour – will require a solution orientated response depending upon the then identified needs of the pupil. The need for Promoting Positive Behaviour Plan should be considered. Even without the need for an ongoing Behaviour Plan the solution-orientated response for one-off incidents may include:

- Additional internal separation from peers to enable pupils to focus on learning and develop relationships of appropriate cooperation with adults and the school expectations in a controlled environment
- Exclusion, on the following basis:
 - If the pupil likes school and can learn from this (otherwise a Behaviour plan is necessary)
 - School needs time to review and implement the Promoting Positive Behaviour plan to ensure tolerable risk to health and safety or learning needs of the pupil and others.
 - School needs time to review and implement health and safety arrangements to ensure tolerable risk
 - Permanent exclusion if the pupil then demonstrates an intolerable risk to school health and safety according to the law.

3.9 Responsibility for the maintenance of generally High Social Standards:

The maintenance of High Social Standards is the responsibility of all staff in school. The core responsibility for teaching and supporting pupils to achieve these standards is as follows:

- **Delivery of standards:** the staff working with the pupil at any given time supported by the tutor team led by the pastoral teacher
- **Formative 'support and challenge' management:** the Social and Emotional Development Manager
- **Summative 'support and challenge' management:** Line managers

4. Personalised Behaviour plans:

4.1 Pupils experiencing serious or persistent difficulties in attaining high social standards will have personalised behaviour plans that specify:

- the need for high quality, personalised, discussed and shared “Promoting Positive Behaviour Plans”
- the need to address underlying needs and ensure strategies are consistent with this
- the need for planned interventions from counselling to self-esteem building activities
- the need to prioritise de-escalation at each early stage of a behaviour cycle
- the need to consider effective personalised rewards systems to promote positive behaviours including “Enhanced Dojos” whereby staff identify a reward worth more than usual in order to motivate a pupil on a behaviour plan to improve their behaviour.
- the need to risk assess, authorise and plan safety measures including the use of physical intervention if necessary.

4.2 Monitoring and evaluation of the plan:

School notes that it is not possible to immediately ‘stop’ challenging behaviour. A plan will be evaluated as successful if there is a reduction in the frequency and/or severity of incidents over time. School acknowledges that behaviour may deteriorate before it improves when an effective behaviour plan is introduced. This may be due to either the removal of a reinforcer causing the pupil to ‘try harder’ or due to a pupil increasing behaviour to maintain inappropriate power and control that was being previously achieved by their challenging behaviour.

4.3 Physical Interventions:

On occasion a small proportion of our students may become so upset or otherwise aggressive that staff have to intervene physically to ensure their safety, that of others or significant damage to property or significant disruption to the education of other students. In order for this intervention to be legal it needs to be “reasonable, proportionate and necessary”.

The only techniques approved by school are those approved and taught by Team Teach.

No other technique may be used other than can be justified by imminent danger of significant harm greater than the risk of an unproven technique and the absence of a suitable Team Teach technique. Only staff authorised by the Executive Headteacher who have a current Intermediate Team Teach certificate are authorised to intervene physically.

Where the need for physical intervention arises as an emergency school will use Team Teach physical intervention techniques as a ‘one-off’ emergency response to maintain health and safety. Where this is a ‘foreseeable risk’ the student must have a Behaviour Plan and Risk Assessment agreed with parents and appropriately trained and authorised staff must be planned to be available at all foreseeable trigger points. The plan will prioritise prevention and de-escalation. However, on the basis of clear evidence, the behaviour plan may specify early physical intervention to prevent intolerable risk from developing.

Staff must follow each level of the Behaviour Plan unless there are good behaviour management or dynamic risk assessment reasons otherwise. **Whenever possible a member of the student’s usual pastoral team will be present throughout the intervention**

to support the student and build relationships through the subsequent restorative process.

In exceptional circumstances school will use Advanced Team Teach techniques where 'reasonable, proportionate and necessary' using staff trained in Advanced Techniques and ensuring that staff with First Aid training monitor and maintain pupil health and safety at all times.

School recognises that although all Team Teach physical intervention techniques are designed to provide maximum support to pupils and avoid any pain or injury, that, within the difficult management of a pupil in a behaviour crisis it is possible that, despite all staff acting legally and according to this policy and Team Teach training to avoid such a case, a pupil may sustain injury. School acknowledges that this, in itself, does not necessarily indicate inadequacies in staff performance or malpractice and that the cause can only be determined through a thorough investigation considering all relevant factors.

4.4 Possible side effects: School will always inform parents when any restrictive physical intervention has been necessary to support the safety of a pupil and/or others, or to prevent substantial disruption to the learning or damage to property. Although the positions used in Team Teach physical interventions are comfortable when calm it must be understood that they will usually only need to be used when a pupil has become upset and that this may include the pupil undertaking vigorous physical effort as they are being prevented from hurting themselves or others, despite staff attempts to reassure and support them. This situation poses a very unlikely but possible risk of the development of breathing or heart difficulties and therefore school will monitor the pupil's health for the time they are in school over the next 24 hours and inform parents to monitor the child's health at home over the same period. Medical advice will be sought urgently if there are any signs of shortness of breath, chest pains, poor skin or lip colour or swollen veins on their head or neck. School recognises that should these sign effects occur this does not necessarily indicate inadequacies in staff performance or malpractice and that the cause can only be determined through a thorough investigation considering all relevant factors.

4.5 Exclusions: must be in line with the law and must be effective in reducing behaviour and its risks as far as possible and should not reinforce and increase behaviours or exacerbate underlying needs.

School recognises that there are circumstances when the use of fixed term exclusions can increase risk and slow or undermine the improvement in behaviour. However, school reserves the right to use exclusion where we believe that it is in the interests of the school or the individual in the case of:

- a serious individual incident
- as part of a strategy to teach the pupil to improve their behaviour that is detrimental to the school and themselves
- behaviours that pose an intolerable health and safety risk to others in school or themselves, for example:
 - Repeated significant breaches of the school values such as repeated serious swearing at staff
 - Any form of serious bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Behaviours dangerous to themselves including severe self-injurious behaviour the risk of which school cannot make tolerable, repeatedly climbing high fences and/or absconding into the community where this poses an intolerable risk to members of the community or themselves
- Behaviour at intolerable risk to themselves and others including reckless behaviour such as throwing dangerous items, breaking glass etc.
- Vandalism and damage to property
- Theft
- Fighting, assault or otherwise causing injury or the intolerable risk of injury to others
- Smoking and vaping
- Racist, sexist, homophobic, disablist or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or other weapons
 - Lighters
 - Alcohol
 - Illegal drugs and other narcotic substances
 - Stolen items
 - Tobacco, cigarette papers, cigarettes or e-cigarettes
 - Fireworks
 - Toxic substances
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

The length of a fixed term exclusion will be decided to have maximum impact on behaviour and minimum disruption of positive relationships. For example, where an exclusion is on a Thursday it may be 3 days to be continued on the Monday in order to remind the pupil of the situation rather than lose their memory and impact of the situation.

4.6 Parent Partnership

Parents are expected to support the school in securing the highest possible social standards and the safety of everyone in school.

Parents are expected to:

- Support their child in adhering to school's RESPECT values and the rules that follow
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Model high social standards of behaviour and interaction for their child
- Assist school in explaining to their child that, as a special school, we have the highest standards for all pupils but that different pupils with special needs will need a personalised approach to achieving these standards.

Supporting students to achieve the highest social standards can only be achieved by optimising our school's partnership with parents. By prioritising meeting the needs of the student experiencing behaviour difficulties to learn more effective ways of interacting with other people and organisations we will expect the full cooperation of parents- including modelling positive behaviour and constructive approaches to conflict resolution- as we seek to work with parents to best prepare students to maximise their learning in school, success in wider life and for the next stage of their education.

4.7 Professional Language:

Staff must use professional language.

- ✓ We will speak of a "distressed behaviour"
- ✓ We will speak of students having "emotional needs", "boundary needs", "communication needs", "anxiety needs", "social needs"

4.8 Responsibility for the maintenance and implementation of behaviour plans:

Support for the class team in the delivery of behaviour plans is the responsibility of all staff in school. The core responsibility for developing and implementing behaviour plans is as follows:

- **Development and implementation of Plan:** the tutor team led by the pastoral teacher
- **Delivery of the plan:** all staff directly working with the pupil on a regular basis with the cooperation and support of all colleagues
- **Formative 'support and challenge' management:** the Social and Emotional Development Manager
- **Summative 'support and challenge' management:** Line managers

5. Management of the policy:

5.1 Training:

All contact staff will receive induction on the basics of Behaviour Management according to this policy. All contact staff will receive 2 day Intermediate Team Teach training as soon as practicable in their service in school and two yearly refresher courses. Staff will be trained in Advanced Team Teach on a voluntary basis where there is the foreseeable risk that a pupil in school may require this approach.

5.2 Reporting:

Internal: Report all significant behavioural incidents on IRIS. For an incident that involves physical interactions a "Behaviour Crisis Report" form must be completed in full. Where first aid has been needed the first aid record on the Accident Form must also be completed. The Behaviour Crisis Report must be completed to:

- identify the antecedents of the incident with a view to addressing any triggers for the behaviour and plan accordingly including revising the Behaviour plan.
- record how the behaviour crisis was managed and learn any lessons for possible improvements for the management of similar incidents in the future
- record how the situation was resolved and health and safety maintained and learn any lessons for possible improvements for the management of similar incidents in the future

For non-physical challenging behaviour a “Monitored behaviours” form can be completed - one for each day the behaviour occurs.

External: Where there is a significant injury, especially including the need for professional medical treatment or absence from work, a Local Authority Accident Form must be completed and returned to the Business Manager for return to the local Authority.

Where an injury necessitates an absence from work there will be a management investigation including witness statements that will be sent to the local authority Health and Safety Unit. The Local Authority will also receive a weekly summary report for all less serious injuries to staff.

All incidents of the use of advanced Team Teach will be reported to Team Teach and the Local Area Designated Officer for Safeguarding (LADO).

Any injury to a student as a result of staff intervention will be reported to the LADO.

Any injury (or severe ‘near miss’) due to an issue of possible negligence of ‘duty of care’ will be reported to the LADO.

5.3 Roles:

All contact staff have a duty to address the behaviour needs of the pupils they work with as part of their job description and the national standards for their role:

Teachers must especially:

- Set high expectations which inspire, motivate and challenge pupils
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Manage behaviour effectively to ensure a good and safe learning environment
 - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
 - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly [as a special school consistency must be in line with the policy and a pupil’s behaviour plan and fairly must be without prejudice in line with a pupil’s needs]
 - manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
 - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Teaching assistants must especially:

- Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.

- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

5.4 Lead Staff identified on the behaviour plan

Where a pupil needs a Behaviour Plan the "Lead Staff" identified on the Behaviour plan will usually be the pupil's pastoral teacher. Occasionally a TA3 from a class will be the Lead Staff where there is a teacher vacancy or long term absence or the TA3 volunteers and is accepted by the class teacher as the member of staff most naturally leading the plan for the pupil.

5.5 Line Manager of the behaviour plan

Where a pupil needs a Behaviour plan and there is a need for frequent direct ongoing support, the Social and Emotional Development Manager will be identified as the Line Manager of the Plan on the IRIS Behaviour Plan.

Where a pupil needs a Behaviour plan and the need for ongoing support is medium to long term the Head of Department will be identified as the Line Manager of the plan on the IRIS plan.

5.6 Role of the staff responding to alarms

Staff responding to alarm will seek to support contact staff working with the pupil. Establishing Health and safety will be the first priority and then working with the staff to enable them to implement the pupil's behaviour plan. This could include supporting the other pupils in class to release class staff to support the pupil experiencing distressed behaviour.

5.7 The Social and Emotional Development Manager is there to support and challenge class staff to manage challenging behaviour on a day to day basis.

5.6 Line managers of staff performance- the Head of School for Teachers and the Heads of Department for Teaching Assistants will make regular summative assessments of the medium to long term effectiveness of staff in the delivery of the Behaviour Policy and act to provide challenge and support on a summative basis; celebrating success or providing additional support as appropriate.

5.7 Executive Management: The overall impact of the policy will be monitored, evaluated and reviewed by the Executive Headteacher reporting to the Governors' committee on Personal Development, Behaviour and Welfare considering the following monitoring & Evidence Streams:

Management observation of behavioural incidents

- Management review- and scoring- of incident forms- data analysis
- Management review of Promoting Positive Behaviour Plans
- Key Stage/Base learning walks,
- Student voice survey.
- Parental survey.
- Case studies
- Exclusion records.

The evidence will be analysed to assess the extent that this policy is being implemented and achieving success in supporting students to achieve the high social standards of respect.

Data will be analysed according to cohort in order to inform a judgement to ensure equal opportunities. The cohorts will include:

- Departments
- Gender
- Ethnicity
- SEND
- Pupil Premium
- Looked after children

5.8 Policy Review

This policy will be reviewed on at least a two yearly basis.

Date of next review: Autumn 2021