



Behaviour Policy

**Ratified By Governors March 2017
Addendum Ratified September 2018**

Ethos of Middleton School

We want all pupils and staff to work in a safe and happy environment, which encourages everyone to be the best they can be and enables pupils to make progress in all aspects of their learning.

We have high expectations of everyone in the school community with regard to learning and behaviour and expect everyone to be polite, kind and hardworking.

The behaviour management policy of the school embraces the principles of 'Hertfordshire Steps' which is an inclusive approach which recognises the need to 'do different for different'. This means that the needs of the individual are central when developing behaviour support strategies. Herts Steps also encourages the development of internal control as a way of supporting children to make the right choices. It also promotes a positive focus on improving young people's engagement motivation and well-being.

With a little support most pupils will be able to maintain appropriate and positive behaviour. In order to support them in doing this:

- ✚ Adults will use visuals, signing, real objects and simple repetitive language to support pupils' speech, language and communication difficulties
- ✚ All staff will allow processing time
- ✚ All staff will make expectations clear
- ✚ Adult will give pupils choices, that include consequences and specific praise
- ✚ Adults will 'catch children being good'
- ✚ Adults will share and celebrate positive behaviour
- ✚ Adults will name and model desired behaviours so that the children understand what is expected
- ✚ All staff will be aware of and make provision for pupils' additional sensory processing needs
- ✚ All staff will use a planned approach in order to be consistent in their approaches to behaviour management and responses to individuals
- ✚ Teachers will ensure regular communication with parents/carers via the home school book
- ✚ Adults will provide frequent reminders of positive behaviour through visual and verbal encouragement and reminders, clear adult modelling and opportunities to discuss positive behaviour in PSHE, assemblies etc
- ✚ Adults will ensure that they deliver clear and consistent messages
- ✚ Adults will model positive behaviour for all pupils.

Supporting Strategies

Within these principles class teams are free to develop any supporting strategies which they feel will suit any individual in their class. This might include stickers, behaviour charts, 'Now and Next' boards, 'Helpful' and 'Kindness' stickers.

In developing supporting strategies, staff undertake:

- ✚ to respond positively and effectively when adult intervention is needed
- ✚ to use consequences that are directly linked to the actions or incident that has taken place and that provides a learning opportunity which that child will understand-
- ✚ to treat all children equally, irrespective of gender, sexual orientation, race or religion
- ✚ to recognise that all children are individuals and may need person specific approaches.

- ✚ to play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour
- ✚ to have a responsibility to model the type of behaviour felt to be acceptable
- ✚ to be alert to signs of bullying and racial harassment and to deal with it immediately
- ✚ to record any incident of bullying, sexual or racial harassment
- ✚ to deal sensitively with children in distress and to listen to them
- ✚ to support each other in maintaining good behaviour in the school
- ✚ to ensure that appropriate information is passed to other staff in a timely manner.

Strategies for Intervention and Remediation

At Middleton School these strategies are based around the principles outlined in Hertfordshire Steps. This recognises that part of the role of a school is to 'teach' behaviour and that we are responsible for growing 'internal discipline' in the children whom we teach.

Teaching behaviour is about:

Relationships - Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.

Role Modelling – Using words and actions that mirror the responses we are trying to encourage in children.

Consistency – Working out the best way to support each individual child and ensure that approaches to that child are consistent.

Scripts and Routines – Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.

Positive Phrasing – Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.

Planning – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise. (Roots and Fruits diagrams and behaviour plans support this see Appendices)

Reward and positive reinforcement – Noticing when children are demonstrating socially acceptable behaviours and ensuring this is praised and rewarded. (Catch them being good!)

Comfort and Forgiveness – Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

The important principle is that we ANALYSE children's behaviour and not MORALISE about it. Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child.

In most cases a quiet firm reminder from a familiar adult, introducing an element of choice about the outcome is expected to be sufficient to modify the behaviour. It is important to give positive choices and highlight possible outcomes so that the child has the ownership of their behaviour and the control over the consequence. For some children a change of adult or tactical ignoring

can be successful. Adults should be conscious of when they need to offer an 'olive branch' and recognise when a child is offering the same.

Other strategies that may be useful are:

In school

- deflection and redirection techniques
- highlight acceptable behaviour demonstrated by others – name the good behaviours
- communication and support to ensure that the child feels safe and understands what is happening.
- thinking time supported with visual support and timers
- social stories
- the loss of a break time or lunch time to make up work or to make up work.
- sharing incidents of negative behaviour with significant adults eg. comments in home / school books or behaviour monitoring book
- removal from the scene of the incident until ready to return to planned activities
- working in another class or quiet room, with different teacher or teaching assistant
- working inside/outside the classroom
- time away

In the playground

Play leaders and other adults provide positive role models and support children to participate in play activities.

Other strategies that may be useful are:

- alternative play spaces or times
- hi vis jackets for vulnerable children or those who may need extra support
- early pick up for those who find transitions difficult
- discussions at staff meetings to ensure consistent approaches and share ideas.
- time out – child is made to sit on seat or go to another area of the playground for a set period of time
- made to play in another area of the playground
- taken inside for a cooling off period.

Consequences need to be linked directly to the behaviour which has been displayed, put in place as close as possible to the incident and should be regarded as finished at the end of each day. They should not be carried over to another day, or be of a longer

duration without discussion with. After any consequence is applied it is important to repair and rebuild the relationship between the adult and the child.

Blue Room

Time Out should ONLY be used as part of a behaviour strategy and this should (in most cases) be part of an established and agreed Behaviour Plan. Time Out does not depend on having a room in which it takes place and may take place in any area of the school dependent on circumstances

Some children may find it useful to access the Blue Room. This is a space to which a child can be removed (See Physical Management Policy) or else a space to which the child self refers.

The Blue Room is situated in the admin corridor and may be particularly useful for a child who benefits from a quiet space devoid of visual or auditory stimulation. It may also be useful for a child whose behaviour or foul and abusive language is extreme, so that the effect of this language or behaviour on other children is minimised. If a child accesses this space or any other outside a classroom during lesson time on a regular basis it may be helpful to record when this occurs and possible triggers in order to formulate an appropriate plan. The aim of the intervention is to enable pupils to self calm to the point where they can safely be returned to class.

The Guidance on the use of restrictive physical interventions for children with severe behaviour difficulties (2003) states that the only lawful excuse for the use of seclusion (a child in a room on their own with the door shut) is where it is used **as a last resort in exceptional circumstances. Except in an extreme emergency - this would normally require a court order. It must then be in the best interests of the child to be secluded and never for ease of management. It must be used for the minimum time needed to restore safety and only when ALL OTHER STRATEGIES such as de-escalation have been used or are deemed inappropriate in the circumstances. The supervising adult should use the 'seclusion record' to note the name of the child, date, time in and time out plus any other comments with the adult's name printed and signed. Parents / Carers will always be informed by telephone on the day.**

Seclusion records will be monitored by the Headteacher and their content reported to the Governing Body.

Behaviour Plans

Pupils who need a behaviour plan are those pupils whose needs are exceptional and those for whom the usual everyday strategies, techniques and approaches are insufficient. Typically this will include pupils who may, at times, need some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

A plan will:

- ✚ involve parents/carers and pupils to ensure they are clear about what specific action the school may take , when and why
- ✚ take into account the age, understanding and competence of the individual pupil
- ✚ be based on the premise that *Positive experiences create positive feelings and positive feelings create positive behaviour. (Herts Steps)*

Behaviour plans are informed by a Roots and Fruits analysis and consist of a Middleton Behaviour Plan which sets out long and short term goals and an Action and Strategies Grid which outlines how we are going to respond to a particular behaviour in a classroom

to avoid any escalation of negative behaviour. (See appendix) These are formulated by the class teacher and the department head and should be shared with all staff who have a part in implementing it. Parents may be included in its design and implementation in some cases and will, in all cases be given a copy of the Middleton plan. Behaviour Plans are regularly monitored and reviewed by the Senior Leadership Team and should be updated to reflect the current needs of the child.

Parent/ Carers

Parents have a vital role to play in promoting good behaviour in school and effective home/school liaison is important.

The school has a right to expect parents to give their support in dealing with behaviour problems and to keep us informed of any difficulties they may be experiencing at home. Middleton School also expects that parents and carers should work with the school to implement agreed strategies to support the plan. They should also be expected to keep the school informed of any changes at home that could have an effect on the child in school.

The school will endeavour to achieve good home school liaison by:-

- ✚ promoting a welcoming environment within the school
- ✚ giving parents and carers regular and positive comment on their child's work and behaviour
- ✚ keeping parents informed by letters, newsletter etc.
- ✚ holding consultation evenings each term
- ✚ being ready to respond to parents' worries and problems by letter or telephone, or by home visit if necessary
- ✚ encouraging parents to participate in the parent training and support groups
- ✚ encouraging parents to participate in school activities
- ✚ involving parents in the creation and implementation of Behaviour Plans.

Parents should be informed if ongoing poor behaviour becomes an issue. Persistent poor behaviour may lead to the temporary exclusion of a child from school. Extreme and persistent poor behaviour may eventually lead to permanent exclusion **(See Addendum September 18)**

Positive Physical Management

All staff in the school have received Step On training which focuses on how to teach and develop 'internal control' in pupils. Key staff have also received Step Up training which focuses on Restrictive Physical Interventions (RPI) which have been identified through an audited need for individual children.- Knowing that staff can safely, calmly and confidently deal with challenging behaviour has a reassuring and calming influence on individuals. It is used as a very last resort, parents and carers will be informed and the appropriate paperwork will be completed.

Please refer to School Policy on Physical Intervention

Offsite Visits

In such cases parents / carers should be informed and the reasons for their use should be logged. In using these items staff will take into account the medical needs of the child, the need to preserve their self-esteem and the age-appropriateness of such an intervention

Children who demonstrate poor behaviour in school may be a Health and Safety risk when away from school premises. In this case they may be excluded from any particular outing until such time as their behaviour is deemed safe. This course of action will always be discussed with the Headteacher or Deputy Headteacher and parents/carers will be informed.

Please refer to the LEA Offsite Visits Manual for further information particularly regarding supervision, staffing and ratios, child protection etc. in Part B, page 23.

For children with special needs staff need to ensure that an appropriate level of care and supervision is available to meet the needs of the individuals of the group.

Where it is known that the special needs of a participant or participants predispose them to unpredictable behaviour, or to behaviour that might put them at physical risk, then the level of supervision should reflect what would be regarded as reasonable by colleagues who are trained and/or experienced in work with such participants. In such cases an individual risk assessment should be carried out, or where appropriate, the individual care plan referred to.

Please read Part B section 6 on *Preparing Children:-*

Children who are well prepared, will make more informed decisions and will be less at risk. Providing information and guidance to participants is an important part of preparing for a visit. The children should clearly understand what is expected of them and why rules must be followed. Lack of control and discipline can be a major cause of accidents. The children should also be told about any potential dangers and how they should act to ensure their own safety and that of others.

Misbehaviour

Children whose behaviour is such that the Group Leader is concerned for their safety, or for that of others, should be withdrawn from the activity. On residential visits the Group leader should consider whether such children should be sent home early. Parents and children should be told about the procedures for dealing with misbehaviour, how a child will be returned home safely and who will meet the cost.

The Application of Fixed Term and Permanent Exclusions

The school follows local and national guidance on fixed term and permanent exclusion.

Parents should be informed if ongoing poor behaviour becomes an issue. Persistent poor behaviour may lead to the temporary exclusion of a child from school. Extreme or persistent poor behaviour may eventually lead to permanent exclusion.

In line with the national guidelines the following are the recorded reasons for any fixed term or permanent exclusions. Any of these could constitute a serious breach of our behaviour policy.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Other.

The decision to exclude any pupil is taken very seriously and the decision, although made by the headteacher is informed and influenced by a discussion with the Senior Leadership Team and will take into account the circumstances around any incident and the impact that a child's disability may have had on their actions. It also takes into account the persistence and intensity of the behaviour over time.

At Middleton School a fixed term exclusion allows time to put a plan in place to ensure the safety of that child and of the school community when they return to school.

Behaviour which might lead to a fixed term or permanent exclusion is that which is dangerous or abusive and seriously violates the rights of others. This might include biting, pinching, hair pulling, kicking or other physical assault or seriously damaging property.

A copy of Hertfordshire's Exclusion Guidance can be found on the Hertfordshire Grid at http://www.thegrid.org.uk/info/welfare/documents/exclusion_guidance_hcc_sept2017.pdf

Appendices

Roots and Fruits

Behaviours

Negative -

- * leaving the learning environment.
- * refusing to engage in learning
- * non-compliance with instructions.

Positive +

- * engaged in the learning process.
- * remaining in the learning environment.
- * co-operative with instructions.

Feelings

Bored / confusion / enjoyment / need to control / isolated / lonely / insecure / frustrated / having fun / thrilled.

Calm / secure / comforted / happy / engaged / comforted / motivated / in control / important and valued / responsible.

Experiences

- * lack of ability to communicate needs to us through speech.
- * recent separation of parents
- * lack of boundaries at home
- * past school experiences have, in the main part been negative ones.
- * lack of positive relationships with peers / staff in school.
- * staff unclear about likes and dislikes.

- * positive relationships with others.
- * ability to communicate needs to others.
- * receives specific praise frequently.
- * experiences consequences for actions.
- * enjoys learning activities and experiences
- * is part of a friendship group.



Behaviour Management Plan

Pupil: Fred Bloggs

(January 2014)

Long term Goal; To remain calm and in control when in stressful situations	Short term goal; To identify/ recognise early warning signs of being in distress
Triggers: <u>changes</u> , knocks to his self esteem, things looking different, when mistakes are made, peers disagreeing with him.	
Behaviour you want to decrease; Screaming, shouting, throwing objects, running/ absconding.	
Strategies to implement; <ul style="list-style-type: none">✚ Use the language safe/ unsafe, calm.✚ Identify and praise him when calm and safe.✚ Visual <u>reinforcement</u> of daily routine.✚ If a change is known about, communicating this ASAP, with visual aids where appropriate.✚ Planning a favoured activity into the day eg: computer club✚ Encourage him to name his feelings.✚ Observe a child in an angry rage and describe what they see.✚ Be aware of safe places he can take himself <u>to</u>.✚ 1:1 and small group work to explore feelings, early warning signs etc (possibly with FLO)✚ Seek advice re looking for intolerances/ deficiencies with medical professionals.	
Consequences of inappropriate behaviour; <ul style="list-style-type: none">✚ <u>we</u> can't do because you're not safe.✚ <u>repair/ correct/ make good</u> any physical damage that may have been incurred.✚ <u>total</u> withdrawal of adult interaction/ attention while unsafe.	

Individual Risk Management Plan

Name:	Class:	Date:
Potential triggers to negative behaviours:		
Risk Reduction Measures/ Differentiation already in place:		
Pro Social behaviours:	Strategies to maintain:	
Low anxiety behaviours:	Strategies to respond:	
High anxiety behaviours:	Strategies to respond:	
Crisis behaviours:	Interventions Necessary:	
Staff who have a good relationship with this pupil:	Strategies to re-integrate once calm:	
Signature of Plan Co-ordinator	Signature of Parent / Carer	



Audited Need for Restrictive Physical Intervention

Name	Class
At this moment in time what position is this child in on the inclusion face - Left ear, right ear or pimple – this effects the nature of the plan	
Roots and Fruits updated	
Any physical or medical conditions that may impact on strategies	
Most effective communication strategies for this pupil in time of crisis (Include wording if appropriate)	
Middleton Behaviour Plan written / shared with parents / carers	
Behaviour / Anxiety logs underway	
Staffing implications / best match?	

Plan for implementation of RPI If necessary

At what stage is RPI likely to be necessary

What Step Up holds are likely to be used

Anything we need to consider which will affect the safety or effectiveness of RPI

Social Validity

When to let go?

