Behaviour Policy

Reviewed May 2022
Ratified by Governors May 2022
Due for review May 2024

Ethos of Middleton School

It is important to us that all pupils and staff 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, respectful, kind and hardworking.

The behaviour management policy of the school embraces the principles of 'Hertfordshire Steps' which is an inclusive approach that recognises the need to promote 'different for different'. This means that we promote an inclusive approach that recognises 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 pupils time to process communications
- All staff will make expectations clear
- Adults will provide pupils with limited choices.
- Adults will communicate consequences to pupils and offer specific praise
- Adults will observe and comment upon pupils who make positive choices, even when expected
- 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, gold achievement coins, withdrawal of attention

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 apply consistently the agreed standards of behaviour
- to have a responsibility to model the behaviour agreed to be acceptable
- to be alert to signs of bullying and racial or sexual harassment and to deal with it immediately
- to record any incident of bullying, sexual or racial harassment, or discrimination of any kind
- to deal sensitively with children in distress and to listen to them
- to support each other in maintaining positive behaviour and relationships in the school
- to ensure that appropriate information is communicated 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 – Sharing 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. Demonstration of forgiveness and the ability to 'move on' from a recognised incident.

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/ time to process, supported with visual support and timers
- social stories
- 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
- Adapted routines for those who find transitions difficult
- discussions at staff meetings to ensure consistent approaches and share ideas.
- time out – child is asked to sit on seat or go to another area of the playground for a set period of time
- taken inside and redirected 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. 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 designated 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 identify 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. At Middleton, the objective is always to return the pupil to a learning environment as quickly as possible so that their time allocated to learning experiences is optimal throughout the day.

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 (as detailed within this behaviour policy) 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 series of reflective documentation – following the Hertfordhire STEPs recommended 'Flow Chart'. Firstly, staff will assess against the STEPS risk calculator. They will then complete an anxiety map to inform relevant actions and strategies, using the 'Predict and Prevent' mini plan. Additionally, the staff team are encouraged to complete a Roots and Fruits analysis if further information is required. At Middleton School we document using two further behaviour management plans. These consist of a 'Risk Reduction Plan' which outlines how we are going to respond to a particular behaviour in a classroom to avoid any escalation of negative behaviour and also a Middleton Behaviour Plan which sets out relevant and meaningful long and short term goals. (See appendices). 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. In the case of a pupil requiring a planned restrictive physical intervention, an audited need form is also completed in partnership with one of the STEPS tutors. 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

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

The school has an expectation that families will 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 will work with the school to implement agreed strategies to support the plan. They are also 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 positive home school liaison by:-

- promoting a welcoming environment within the school
- providing access to a dedicated Family Liaison Officer
- giving parents and carers regular and positive feedback 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 families to participate in school activities
- involving parents in the creation and implementation of Behaviour Plans.

Parents will be informed if ongoing anti social or dangerous behaviour affects the learning of the pupil themselves or their peers. They will also be informed if this behaviour is leading to a breach of safety to others. Persistent anti social or dangerous behaviour may lead to the temporary exclusion of a child from school. Extreme and

persistent anti social or dangerous behaviour may eventually lead to permanent exclusion. In the event of the need to consider a temporary or permanent exclusion, the school will adhere to the DFE guidance *'Exclusion from maintained schools, academies and pupil referral units in England; statutory guidance for those with legal responsibilities in relation to exclusion'* 2015. This is referred to alongside the HCC Exclusion Guide supplement of 2017.

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 only where deemed appropriate and to ensure the safety of the individual and others.
In the event of a pupil experiencing a restrictive physical intervention parents / carers will be informed and the reasons for their use will be logged. In using restrictive physical interventions 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

Please refer to School Policy on Physical Intervention

Offsite Visits

Children who demonstrate consistent anti social behaviour in school may be considered to 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/ pro- social. 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:-*

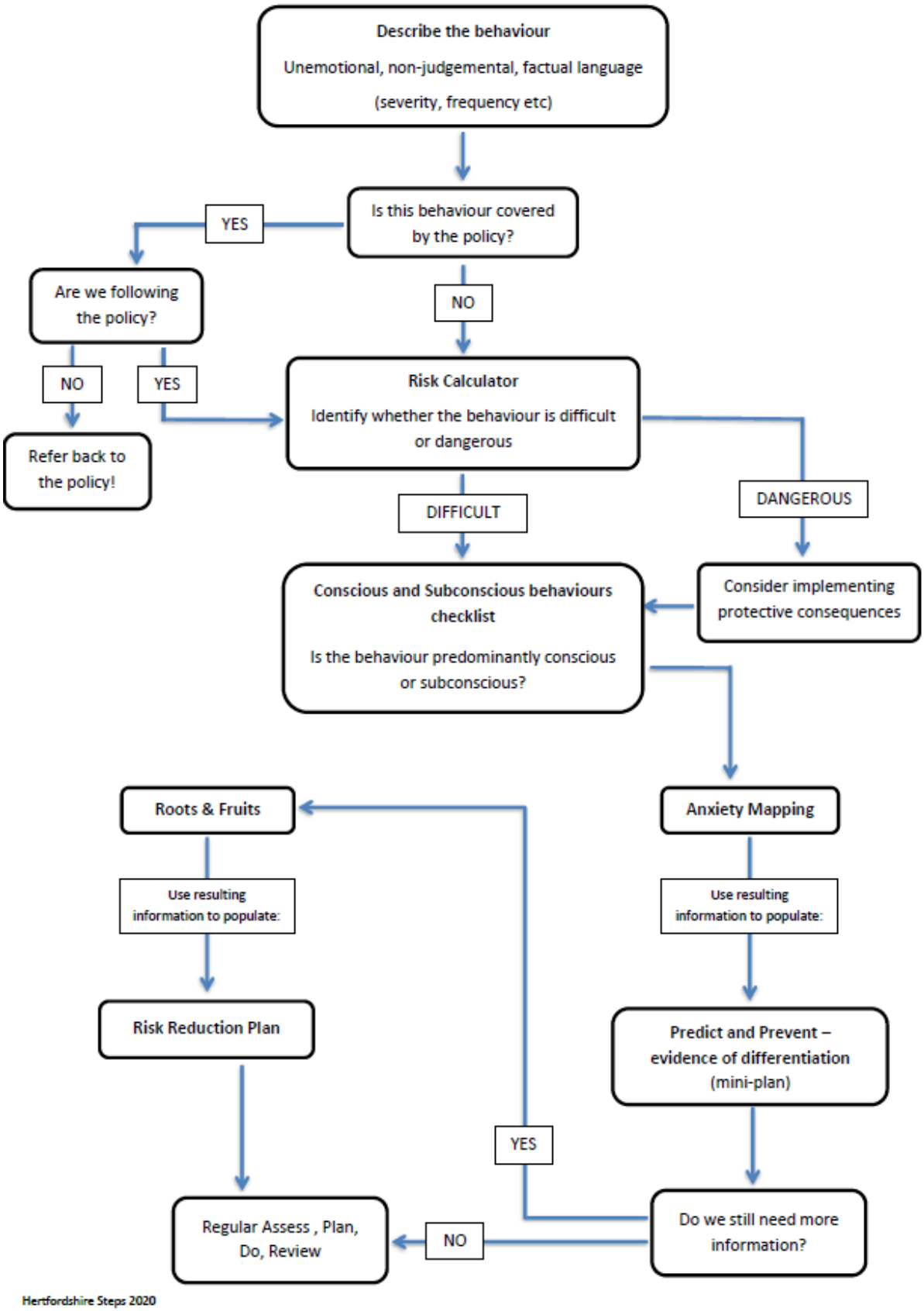
Children who are well prepared, will make more informed decisions and will be less at risk. Providing information and guidance to participants is an important part of preparing for a visit. The children should clearly understand what is expected of them and why rules must be followed. Lack of control 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

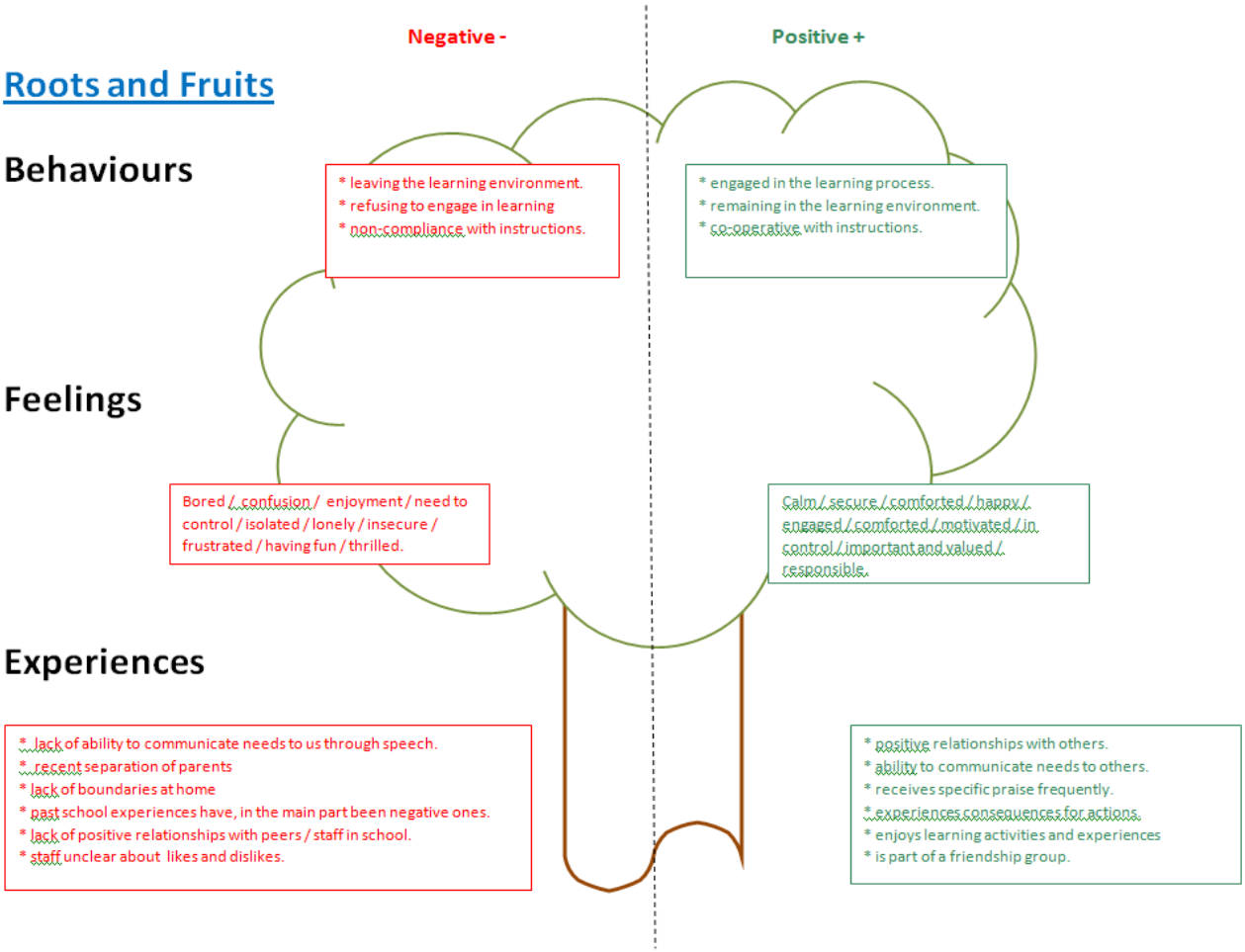
Children whose behaviour is such that the Group Leader is concerned for their safety, or for that of others, should be withdrawn from the activity. On residential visits the Group leader should consider whether such children should be sent home early. Parents and children should be told about the procedures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

Appendices

Flow Chart of Actions to manage Pupil Behaviour



Roots and Fruits



Behaviour Management Plan

Pupil: Fred Bloggs (January 2014)

Long term Goal;	Short term goal;
To remain calm and in control when in stressful situations	To identify/ recognise early warning signs of being in distress

Triggers:

changes, 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;

- Use the language safe/ unsafe, calm.
- Identify and praise him when calm and safe.
- Visual reinforcement 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 to.
- 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;

- we can't do . . . . . because you're not safe.
- repair/ correct/ make good any physical damage that may have been incurred.
- total withdrawal of adult interaction/ attention while unsafe.

Individual Risk Reduction Plan

Name:	Class:	Date:

Potential triggers to negative behaviours:	
Risk Reduction Measures/ Differentiation already in place:	
Pro Social/ Positive 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

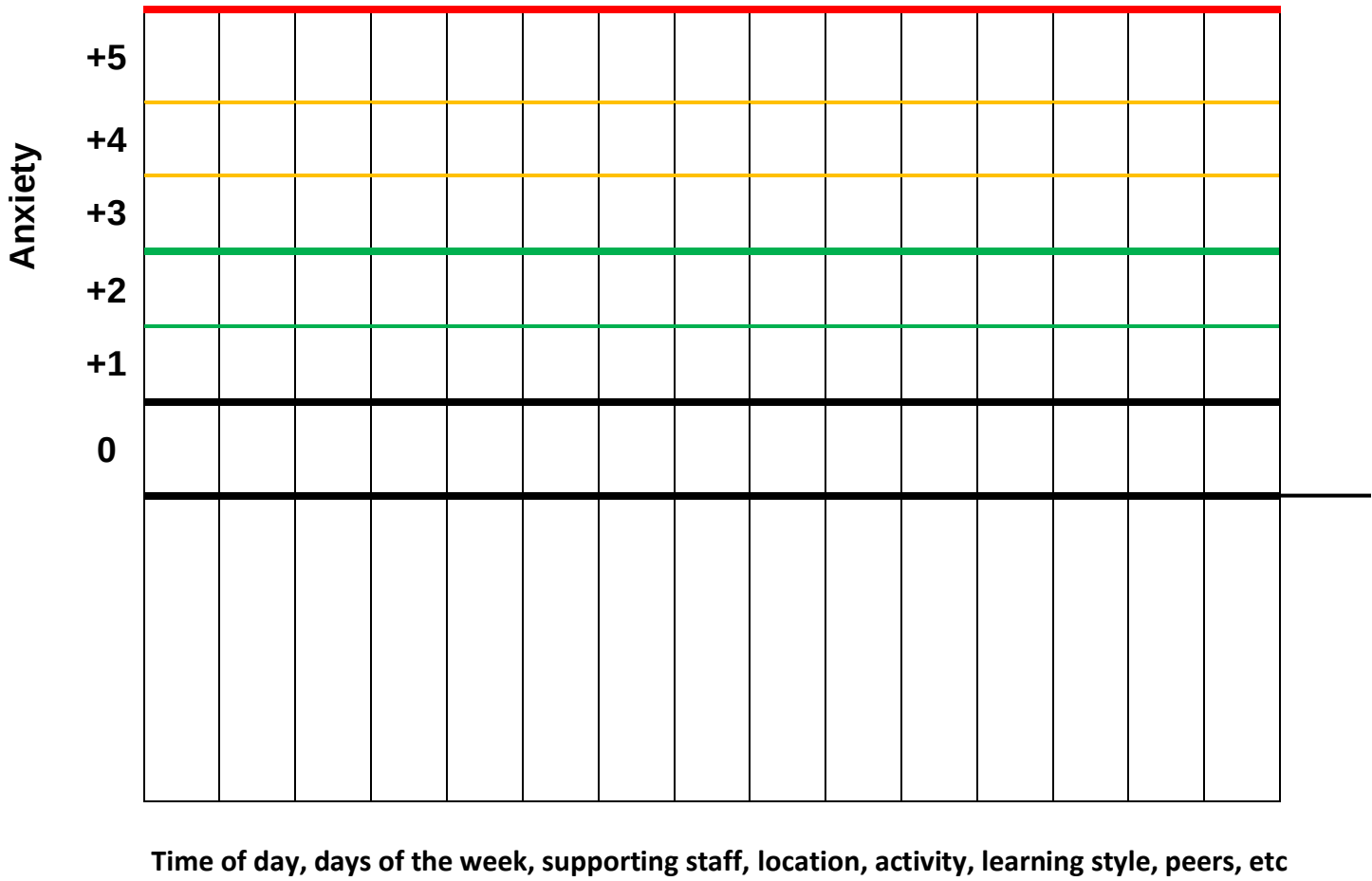
Audited Need for Restrictive Physical Intervention

Name	Class Date
At this moment in time what position is this child in on the inclusion face - Left circle (Internaliser), right circle (externaliser)or extreme – this effects the nature of the plan.	
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)	
Anxiety maps analysed	
Roots and Fruits updated	
Risk Reduction Plan Completed	
Middleton Behaviour Plan written / shared with parents / carers	
Behaviour plans and strategies shared with Parents/ Carers	
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?
Additional Training Needs

Anxiety Mapping



PUPIL – Class;	Date -

Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time **Predict it**	Evidence of action **Prevent it**
Raised Anxiety	**+3 - +5**	**These items overwhelm the pupil** 1. 2. 3. 4. 5.	**Planned Differentiation required to reduce anxiety** 1. 2. 3. 4. 5.
	+2	**These items run the risk of overwhelming the pupil** 6. 7. 8.	**Monitoring needed** 6. 7. 8.
	0		