

BEHAVIOUR POLICY AND GUIDELINES

General Principles and Practices

- All staff are responsible for maintaining good relationships and order in their classrooms. This should be done by proving to pupils that we care for them as individuals. This is only achieved by infinite patience, giving time, applying rewards and sanctions. Wherever possible, the class teacher should deal with any behaviour difficulties themselves - referring them upwards can undermine the teacher's authority, escalate issues unnecessarily or give the offender a spurious status.
- Teachers are, in the first instance, responsible for carrying out any sanctions or rewards in regard to behaviour during, or on the way to, their lessons. The only exception will be in the case of pupils escalated to SLT or Head Teacher report.
- Know your pupils - from information in files, discussions with previous teachers, etc. Make contact with parents early. Keep them informed - including achievements.
- Teachers should establish clear classroom routines, for example, let children know whether they should raise their hands for attention or come to the teacher's desk. Teachers should make clear how they will indicate they want everybody's attention in that lesson; e.g. standing in a certain position in the class, blowing a whistle or raising a hand in PE. Pupils should know which items of equipment they can get independently and where they are kept. They should also know which items they must ask permission to find and use.
- A whole school rewards system encourages positive behaviour by awarding top tokens for work or commitment over and above our expectation. The tokens have 2 values 1 coin and 5 coins. These are collected by students until the end of the day and then banked in the class based Perspex box. This collects until the end of Thursday when the totals are submitted for assembly. Each pupil can earn an individual reward and a full class reward. Rewards include extra reward time, first choices and first lunches to name a few.
- Alongside the whole school reward system, class teachers may decide upon other appropriate reward systems for their class; these may include behaviour charts, stamps or similar systems so that pupils can see their behaviour displayed visually.
- In all classes, there should be discussion of behaviour during registration/PSHE/tutorial times.
- In all classes, regular targets relating to behaviour should be set
- Pupils who display persistent challenging behaviour may be placed on a 'report' system. Initially class teachers will establish a report system during class meetings in discussion with the pupil. During class meeting time on a Friday the weekly report should be evaluated and updated accordingly with targets and strategies agreed where possible through discussion with the pupil. An emphasis

should be put on positive changes and ways forward. Pupils on report should be added to the report system on Behaviour Watch. If the pupil's behaviour continues to be disruptive they may move onto a S.L.T. report and finally a Headteacher's report.

- Have high expectations of pupils and yourself - tempered with humanity. We all make mistakes. There should be both high challenge and high support.
- All adults should be good role models and provide the pupils with good examples (please consult Safe Working Practices Policy and Staff Protocols Advice in Induction Pack).
- Be at lessons on time. Be vigilant in the classroom and around school. Ensure pupils are supervised at all times.
- Support colleagues emotionally and with action when asked.
- Well organised classrooms/materials and clearly structured lessons are fundamental to achieving good order. Taking into account the maturity of the pupils, they should be aware of the aims and general structure of the lesson.
- There is a lot of evidence that many behaviour problems are due to work which is poorly matched to pupil ability or to undiagnosed sensory difficulties.
- Consider classroom groupings carefully. Avoid groupings which may cause problems or make pupils aware of your concerns and ensure they 'earn' the pairings/groupings they desire.
- Be fair, consistent and persistent.
- Avoid shouting if at all possible. Sometimes this is necessary but it should be a rare event.
- Try to deal with behaviour difficulties discreetly, rather than in public confrontations. This is not always possible but is preferable as it avoids showdowns and loss of face for pupils or teachers.
- Retain a calm stance.
- Always try to leave them and yourself a way out.
- Praise good behaviour wherever possible. Write positive comments on pupils' work. Display good or improved efforts.
- Criticise or praise the behaviour, not the pupil. Make sure pupils know that it is their behaviour rather than themselves which is unsatisfactory.
- Discuss behaviours with the pupil and the effect it has on themselves and others. With older pupils, positive group discussion of behaviour problems can be helpful. Peer pressure is often more effective than adult censure. These

discussions should be used to encourage maturity and responsibility - not as a punishment.

- All behaviour is a form of communication. Staff should consider whether the behaviour seen gives cause to suspect that the pupil is subject to circumstances that could need investigation by the Child Protection coordinator. Any concerns must be passed on the Child Protection coordinator immediately. Please follow guidance in the Child Protection Policy.

Rewards and Sanctions:

Rewards:

- verbal praise, public or private (the most effective.)
- positive written comments on work
- display of good or improved work
- time in at breaktimes / lunchtimes with the teacher on a favourite activity
- telephone calls / letters home telling parents of a particular achievement or good behaviour.
- stamps on school rewards card
- material rewards e.g. pencils, rubbers
- Friday Assembly merit or subject/class certificates
- visit a member of S.L.T with a good piece of work or for good behaviour
- 'class' reward systems/stickers/certificates
- 'subject' teachers may devise certificates/letters/slips to reward special achievement, skills or knowledge in their subject e.g. for using a Bunsen Burner, mastering times tables, taking part in a school event.
- major certificates, cups and prizes will be awarded at the annual school Prizegiving at the end of the academic year.
- pupils with no behaviour slips will be entered into a weekly 'Quiet Achievers' prize draw.

Sanctions:

- verbal reprimand
- loss of break or lunchtime (supervised, by teachers or TAs, in the case of challenging pupils staff may need to go to the pupil)
- loss of break or lunch (must be staffed by the class and YG informed in advance)
- loss of favourite lunchtime activity
- loss of participation in a school reward event/trip (to be agreed with Head/ S.L.T. and discussed with parents/carers)
- eating lunch at a separate sitting/table (to be agreed with Headteacher/S.L.T. Senior Midday Supervisor)
- loss of second helpings at lunchtime (to be agreed with Headteacher/S.L.T. Senior Midday Supervisor)
- late lunch (to be agreed with Headteacher/S.L.T. Senior Midday Supervisor)
- loss of privileges e.g. banning from Y10/11 Common Room

- detention after school (to be sanctioned by Headteacher/S.L.T with parents being contacted and alternative transport arranged)
- keeping a pupil in at break or lunchtimes to complete work to required standard or undertake extra work / sit unoccupied. Pupils should always be supervised in such circumstances, and this should be done by the teacher of the lesson or a class TA by agreement.
- Never threaten sanctions you are not willing or cannot carry out.

Behaviour Management Plans

Pupils who regularly present challenging behaviour should have a Behaviour Management Plan (BMP). This should detail the appropriate rewards/sanctions/strategies for that pupil and should ensure a consistency of approach by all staff. In addition to a Behaviour Management Plan, pupils who require physical intervention from staff should also have a Positive Handling Plan and a Risk Assessment completed. Behaviour management plans are kept electronically on the Behaviour Watch system allowing all staff working with pupils to have easy access. This ensures a consistent approach to challenging behaviours throughout the school. All Behaviour Management Plans should be checked by the Assistant Headteacher with responsibility for Behaviour before being sent home to be signed. Signed copies of all plans will be located in the pupil's file. It is the responsibility of staff completing the plan to ensure updated copies are in the relevant places. Plans will be updated at least termly; however, this may be more frequent if behaviours escalate, new behaviours are seen or a new effective strategy is found.

Please see Appendix 1 for guidance on Behaviour Management Plans

Report Programmes

Class teachers can establish a Class Teacher Report. It is expected that only pupils who display persistently poor or extreme behaviour would be placed on report (or to support the emotional and behavioural needs of some pupils). Class teachers should establish this report in discussion with the pupil. Weekly targets should be set and evaluated, encouraging change through positive motivation and the implementation of strategies. If behaviour has not improved the pupil may move onto an S.L.T. Report.

An S.L.T. Report is agreed and overseen by a member of S.L.T. A meeting or phone call to parents to discuss behaviours, rewards and sanction should take place. After an appropriate period of time the S.L.T. Report will be evaluated and if the pupil's behaviour has improved they may finish on the reporting system or go onto a class report. If behaviour has not improved the pupil may stay on S.L.T. Report or move onto the Headteacher Report.

When extreme behaviour is displayed a pupil may go straight onto S.L.T. Report or Headteacher Report. It would be expected that only pupils whose behaviour was persistently poor or extreme would be placed on Headteacher Report (or to support the emotional and behavioural needs of some pupils). This would include pupils who may be at risk of exclusion or have had a fixed term exclusion due to a specific incident.

Additional Advice / Support

Where a class teacher requires additional advice and support, the first point of contact will normally be the Assistant Headteacher with responsibility for behaviour or the

Provision lead. The Assistant Headteacher/provision lead will require details of what the class teacher has already done - possibly in writing. They will assist class teachers in devising classroom strategies, setting up Reports, or referring them to the provision referral system.

Where a pupil's behaviour is causing problems in a lesson and cannot be resolved by the staff present, the first point of contact for further support and advice will normally be the school office. When additional support is needed the school office staff will contact an available member of the Pastoral Support Team (Mrs Allan, Mrs Hewson, Mrs Young, Mrs Smith, Mrs Goodfellow) to assist. The member of staff upon arrival should clarify what help is needed with the class teacher or member of staff involved. Support can vary from in class support to being a change of face or extra member of staff dealing with the incident.

The Headteacher should always be informed if a pupil leaves the school site.

The Headteacher or Assistant Headteacher acting for the Headteacher will decide whether exclusion procedures are to be used, taking into account the special needs of the pupil - this will only be done in extreme cases and where there has been serious harm to individuals or property, substantial disruption to good order and the education of other pupils or illegal acts. This is a very rare occurrence at Northcott.

Where the Headteacher is off site and not contactable and there is an instance requiring exclusion, the Deputy Head will make the decision as to whether an exclusion is required.

Whole staff.

Where support staff or midday supervisors are solely responsible for pupils, as in some lunchtime activities, they should follow the whole school reward/behaviour system.

All staff have a responsibility to safeguard children. (see Child Protection Policy).

Positive Handling

All physical contact with pupils should be of a professional nature. This will vary with the pupil, according to age, ability and need. A pupil with a sensory or communication difficulty, for example, may need physical prompting. Younger pupils may have different emotional needs to older ones.

Pupils should not expect physical affection from staff, although it may be given to distraught pupils dependent on the circumstances, their age and gender and the gender of the staff member. Where pupils initiate shows of affection they should be responded to briefly but contact should not be prolonged. Staff should not initiate or engage in any physical horseplay with pupils. Where staff see inappropriate physical contact they should intervene. Any concerns should be reported to the Headteacher / Assistant Headteacher immediately. Staff should strive to teach pupils a more appropriate form of communication such as a high five or a hand shake.

Volunteers and visitors should never be left alone with pupils and must not have any physical contact with them other than what is required for the fulfilment of their role.

Visiting professionals who are DBS cleared may need to work unsupervised with pupils to carry out their professional duties e.g. careers officers, educational psychologists and health authority personnel.

Staff on long term supply who can provide a current Team Teach certificate may be given permission from the Headteacher to use Team Teach physical interventions when absolutely necessary. This **must** be agreed with the Headteacher and current certificate provided.

Physical contact between pupils needs to be monitored carefully to ensure that it is appropriate. Staff should pass on any concerns to the Headteacher / Assistant Headteacher.

ALL STAFF MUST BE AWARE OF CURRENT NATIONAL LEGISLATION AND GUIDANCE WITH RESPECT TO 'USE OF RESTRICTIVE PHYSICAL INTERVENTIONS' AND 'THE USE OF REASONABLE FORCE'.

All teaching and support staff are trained in Team Teach as part of their induction and receive regular refresher training. This training emphasises the importance of de-escalation strategies as well as teaching the appropriate methods of physical intervention used only as a last resort.

All staff in school have the legal powers to use 'reasonable force' when necessary to keep staff and pupils safe, and to prevent serious disruption. Staff must take into account the pupil's special educational needs and any underlying medical conditions.

- Physical intervention should be a last resort following other de-escalation strategies and should not be used as a form of corporal punishment or a normal method of control. It should be exceptional.
- Pupils whom we know may need physical interventions on a regular basis should have a Behaviour Management which includes a Positive Handling plan (including a risk assessment) detailing the most appropriate strategies should a challenging situation occur. Please see Appendix 2 for guidance on positive handling plans.
- In emergencies, where the safety of pupils is at stake, there may be less opportunity and time for other actions and for a considered response.
- Physical intervention may be necessary in cases where the pupil could harm themselves or others, seriously damage property, commit an illegal act or seriously affect other pupils' educational entitlement, for example through serious disruption.
- ANY ACTION TAKEN MUST ALWAYS BE IN THE BEST INTERESTS OF THE CHILD AND OTHER CHILDREN. The convenience of the member of staff is not a consideration.
- Wherever possible, the child should be warned that physical intervention will be used. The minimum force and time necessary should always be used: as

appropriate to the circumstances, the age, ability, emotional state and medical condition of the child.

- Wherever possible two adults should be involved. This can sometimes be achieved by summoning a member of staff from another class or a member of staff who is timetable free. It has to be recognised that this is not always possible but it should be attempted. In exceptional circumstances, a sensible child may be sent to seek assistance. Staff should try to avoid physical intervention in remote areas whilst also trying to avoid disrupting lessons or endangering other pupils.
- Use of physical intervention must always be reported to the Headteacher on a Serious Incident form on Behaviour Watch as soon as possible, but at least by the end of the school day. This must be completed concisely and accurately. Where appropriate it may also need to be reported on accident report forms. Serious Incident Forms detailing physical intervention may be forwarded to the LA Safeguarding Officer. Please see the Reporting Section for further guidance.
- Parents should be notified as soon as possible by telephone or in person – the teacher involved in the incident should inform parents, by telephone or in person, as soon as possible and record the conversation on Behaviour Watch. If a member of S.L.T has been involved in the incident or the pupil is on report to them, they may phone parents and discuss next steps.
- The use of the Team Teach ‘Help protocol’ is a professional expectation for all staff.
- Pupils should never be excluded from classes without supervision.
- Some pupils may request ‘time out’ in an adjoining quiet room as part of a planned personal de-escalation strategy. The pupil should be closely monitored by a member of staff. When the pupil is ready an adult should talk to the pupil about the problem and encourage them to re-join the class as soon as possible
- Some pupils during calming time in a quiet room may become very agitated by the presence of a member of staff and ask / demand that they leave the room. Staff should only do this in exceptional circumstances, if it is an identified strategy on the child’s BMP which has been agreed with parents/carers, and the child clearly wishes to be on their own in the room. Staff should directly observe the pupil at all times, and be ready to re-enter the room as soon as the child is calm enough to do so or if the child is becoming more upset.
- If a pupil attempts to leave the school site, the action taken will depend on the age, maturity, ability, emotional state or medical condition of the child. Doors/gates etc. should only be kept locked where absolutely necessary for the safety of the children and as a temporary measure and an adult must always be with the pupil. In the case of an older pupil who is capable of looking after themselves, whose emotional state is steady and who has no complicating medical conditions, staff should try to counsel them before they leave the site but restraint would not be appropriate. However, in the case of a younger pupil, one who is in a highly charged emotional state or who is epileptic, restraint may be

necessary if counselling fails. If their safety or that of others would be endangered minimum force may be required to prevent their exit.

- If a pupil is known to leave the school site, protocol can be agreed with parents to decide what is appropriate for their child and recorded on a Behaviour Management Plan.
- Staff should not follow a child unless another member of staff has been informed, whenever possible. The Headteacher should be informed of any pupil leaving the school site - and of their return. Parents will be contacted by telephone/letter or home visit. This may be done by the Headteacher or delegated.
- Except in an emergency situation, only staff who have received Team Teach training should be involved in physical intervention.
- After a physical intervention staff involved may wish to discuss the incident with a more senior member of staff. A de-briefing form may be completed and returned to one of the in-school Team Teach tutors in order to gain further support if necessary. See Appendix 4 for Debriefing Forms.

Post Incident Learning

Post incident learning encourages pupils to reflect on their behaviour after an incident.

When staff are discussing incidents with pupils they should use the 3 key questions:

1. What happened
2. How did it make you feel
3. What will you do differently next time

It is essential that staff listen to the pupil's explanation and do not try to add their version into this. This is about understanding and working with the pupil's perception of a situation. The information should be recorded on BW.

The school recognises that not all pupils will be able to access this strategy at this level; however, we will be teaching the pupils the underlying skills, working towards them gaining the skills to use this method.

Powers to Search Pupils without Consent

In addition to general power to use reasonable force, the Headteacher and members of S.L.T. can use such force as is reasonable given the circumstances to conduct a search for the following

- 'prohibited items':
- knives or weapons
- alcohol
- tobacco and cigarette papers
- fireworks
- illegal drugs
- stolen items
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used: i) to commit an offence,

- ii) to cause personal injury to, or damage to the property of, any person (including the pupil)
- The Headteacher and S.L.T. or another authorised member of staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. School staff can confiscate any prohibited items found as a result of a search.

The Headteacher must ensure the person carrying out the search is of the same sex as the pupil, and the search must be carried out in the presence of another adult also of the same sex as the pupil. Pupils cannot be required to remove any clothing other than outer garments. If a pupil's possessions are searched this must also be done in the presence of another adult. The person carrying out the search is able to use such force as is reasonable in the circumstance for exercising that power. Any weapons, knives, extreme or child pornography or illegal drugs must be handed over to the police.

Reporting

- Incidents and serious incidents alongside home school liaison and interagency slips are to be completed on the online reporting system 'Behaviour Watch'.
- Minor incidents should be recorded on Incident Slips on Behaviour Watch. All sections (including sanctions) should be completed by the person reporting or the class/subject teacher. If the incident slip is not being completed by the teacher, the teacher of the lesson in which the incident occurred should be informed. If an incident occurs on the way to a lesson, the teacher should be informed on arrival.
- Any serious incidents e.g. bullying, damage to property or persons, use of physical intervention by staff, etc. should be recorded on a Serious Incident slip on Behaviour Watch. All sections should be completed by the person reporting/persons involved. They are also logged in an Incident Book by admin staff. These may then sent to the Local Authority. A de-briefing form may be completed and returned to one of the in-school Team Teach tutors in order to gain further support if necessary. See Appendix 4 for Debriefing Forms.
- Incident Slips, Serious Incident Slips, Home School Liaison and Interagency Slips are automatically sent to all members of S.L.T and the pupils' class teacher; any other staff that need informing should be selected before submitting the form online.
- If anyone is seriously injured, staff or pupil, an Incident Reporting Form should be completed (OHS(F):2) available in pigeon holes in area at end of staffroom corridor, or in 'Incident Form' folder in Staff Handbook on the school network. All sections should be completed by the injured person, in the case of an adult. In the case of a pupil these should be completed by the person reporting. Witnesses may need to complete a Witness Statement Form (OHS (F):2:1), available in pigeon holes in area at end of staffroom corridor, or in 'Incident Form'

folder in Staff Handbook on the school network. . These should be sent to the Headteacher (to be seen first by the Assistant Headteacher with responsibility for the specialist Autistic Provision). These are then sent to the Local Authority.

- All serious incidents are graded:
 - 1 Serious Incidents, involving physical intervention
 - 2 Serious Incidents, involving guided escort only
 - 3 Serious Incidents, not involving physical interventionSerious Incidents(involving physical interventions or injury) are logged in a bound and numbered book.
- A termly log of behaviour incidents (on Behaviour Watch) is kept, and analysed by the Head Teacher.
- Recording behaviour is important - it helps safeguard staff as well as pupils. The Headteacher will mark an incident as resolved when read. Please fill in EVERY section carefully.

Unfounded / Malicious Allegations of Abuse Against Staff by a Pupil

The allegation must be reported to the Local Authority Designated Officer (LADO) who will then be involved from the initial phase of the allegation through to the conclusion of the case.

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, including if he or she was not a pupil.

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Approved by Governors:

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Appendix 1: Behaviour Management Plans

The following principles will apply to the use of Behaviour Management Plans, although circumstances and age differences will need to be taken into account:

- a) Where pupils regularly present challenging behaviour it is advisable that a BMP is devised
- b) The BMP should be devised in the first instance by the class teacher, with the support of other class staff and S.L.T. as appropriate
- c) A BMP should ensure a consistent approach to dealing with difficult situations, no matter which staff are dealing with that situation
- d) The plan should be very concise, avoiding wordy explanations – this will make it easier for all staff to remember exactly what to do
- e) The plan will outline the challenging behaviour, using specific terminology e.g. 'hits, spits' rather than vague statements such as 'kicks off'
- f) The plan will detail known triggers, effective de-escalation strategies, rewards and sanctions
- g) The plan will give a brief, clear outline of what action should be taken by the adult dealing with the situation
- h) The plan should be approved by the Assistant Headteacher with responsibility for Behaviour before being discussed with parents/carers and then signed by the class teacher, Headteacher and parents/carers, and dated
- i) The plan should be reviewed at least termly and updated as necessary
- j) When the plan is reviewed, even if no changes are made, it should be discussed with parents/carers and signed again by them and staff, and a copy placed in the pupil's red class file, and also update the term on Behaviour Watch. Old BMPs will be stored in pupil central files
- k) When a new plan has been put in place, or when an existing plan is updated, staff should request that the Headteacher put a note on the daily briefing to that effect.

Appendix 2: Positive Handling Plans (PHPs) and Risk Assessments

- a) Where it can be predicted that, as a last resort, a pupil may require physical intervention to maintain their safety, the safety of others, or to prevent serious disruption, a Positive Handling Plan should be put in place.
- b) This plan should be an addition to the BMP and should provide clear, concise guidance to staff on the preferred handling strategy, including 'how', 'when', 'where' and appropriate 'get outs' for pupils and staff.
- c) Having a PHP does not mean that only those handling strategies may be used – staff should aim to use them but may have adopted other strategies to deal with the situation in certain circumstances.
- d) The plan should be signed by the class teacher, Headteacher and parents / carers, then dated.
- e) The plan should be reviewed at least termly and updated as necessary.
- f) When a new plan has been put in place, or when an existing plan is updated, staff should request that the Headteacher put a note on the daily briefing to that effect, and a copy of the plan be made available on Behaviour Watch.
- g) If a PHP is necessary, a Risk Assessment should always be carried out for that plan.
- h) The risk assessment should be reviewed regularly and updated as necessary.
- i) When a new plan and risk assessment has been put in place, or when an existing one is updated, staff should request that the Headteacher put a note on the daily briefing to that effect, and a copy be made available on Behaviour Watch.