



Behaviour Policy

Statement of Principles

Queen Elizabeth II Silver Jubilee School is committed to learning. It is important that behaviour is managed so that the aims of the school can be achieved. The majority of disciplinary issues are tackled in a positive manner, whereby teachers focus on and celebrate individual strengths and achievements. Negative behaviour is discouraged unobtrusively to negate any attention seeking behaviour. The purpose of this policy is to support this process through:

- 👑 The creation of a positive and orderly atmosphere where teaching and learning can take place
- 👑 The creation of a safe environment for pupils and staff through the clarification of expectations, roles, rights and responsibilities
- 👑 The reduction of staff stress through the identification of effective systems and practices
- 👑 Addressing the demands of changing conditions and approaches.

School Aims

This policy will support the aims of the school and aim to ensure that the conduct of all members of the school community is consistent with the values of the school.

School Rules

Following whole school consultation the student council have agreed the following positive school rules:

- 👑 Try your best
- 👑 Help each other
- 👑 Be good in class

- 👑 Be polite to everyone
- 👑 Wash your hands before dinner
- 👑 Keep the school tidy

Rights and Responsibilities

The teaching and learning policy identifies the following attitudes and values that are central to the ethos of the school:

'We believe most importantly that our pupils should develop a feeling of self-worth and a positive outlook on life, which fosters such values as: caring, tolerance, co-operation, honesty and respect. This is reflected in the general ethos of the school and more specific experiences are provided through incidental learning, giving responsibility and positive reinforcement as well as a good role model provided consistently by adults.

Implicit in these values are the following rights:

To be safe, to be heard, to fair treatment, to be treated with respect and to be able to learn and teach without unnecessary interruption.

Such rights are explored in more detail in the pupil charter which is displayed in the entrance to the school:

Bullying

Bullying will not be tolerated. It can be defined as intentional intimidation, by physical or other means, of one person by another and can have a severe detrimental effect on the recipient and be upsetting to others. Staff will remain vigilant to ensure pupils are not victims of, or involved in bullying.

Pupils found to have been bullied will be given full support and assurance that they will not be bullied further. Positive action will be taken to ensure that bullying does not happen again.

Those carrying out bullying will be assisted to understand the consequences of their actions and of the displeasure of the adults concerned. Appropriate action will be taken to ensure that it does not re-occur, such as ; group or individual discussion, minimising opportunities and teaching through the curriculum.

The school may initiate a planning meeting for behaviour support and the parents of all pupils involved will be informed of what has happened and the actions to be taken by the school.

Students in the sixth form are encouraged to identify positive behaviours which can be used when interacting with others such as; use of body language, facial expressions and tone of voice. They are encouraged to explore social diversity and inclusion and gain an understanding

of prejudice and negative stereotyping. They also explore their rights as they see them and therefore the responsibilities that go with these to both themselves and to others.

Protocol for dealing with challenging behaviour

The majority of disciplinary issues are tackled in a positive manner, whereby teachers focus on and celebrate individual strengths and achievements.

There are occasions in school where severe behaviour is exhibited which requires a more detailed approach. It should be recognised that such behaviour is likely to require a long-term programme in order to minimise the negative behaviour and replace it with more appropriate behaviour.

The need to maintain a positive and supportive environment is crucial for the success of any behavioural programme, as is the need for consistency and communication throughout the school community.

Supporting Staff

It is recognised that challenging behaviour causes considerable stress to those who are most in contact with it. A climate of mutual support is essential and will be facilitated by ensuring that members of staff are available for colleagues in a supportive / counselling role. The adults' role will be to maintain a positive outlook whilst supporting staff and talking through incidents / difficulties. They will not be in a position to give advice but may recommend a course of action such as further discussion with the headteacher or at a review meeting. They may also represent a colleague at meetings with the headteacher or senior management team.

All staff will participate in Team-Teach (based on positive behaviour management techniques) training as part of their induction and regular refresher courses and will follow the Team Teach Protocol. The senior management team will arrange for any additional in-service training to help deal with any issues that may arise.

Supporting Parents

The school is keen to work in close partnership with parents to support them with any behavioural issues. This is achieved through a variety of ways; the school has a range of general support groups which allow for informal discussion with parents and staff and the sharing of good practice. There is a monthly behaviour support group led by Dr Elizabeth Scott-Gliba and supported by Helen Elphick our school behaviour expert. Dr Scott-Gliba will also work with families on an individual basis to support pupils who are particularly challenging. The school also hosts regular multi-professional meetings to ensure consistency between home and school such as early help, team around the child meetings, CIN (children in need) reviews and ITAC (intensive team around the child) which is designed to support parents and prevent out of county placements.

Whole School Behaviour Meetings

There will be regular review meetings to enable the whole staff to discuss individual cases and review progress. This will enable information to be shared throughout the school and minutes will be circulated to classes. The meeting will also provide a sounding board for ideas and support for staff. Behaviour support is a standing item on the weekly staff meeting agenda and staff are able to seek reminders on positive handling strategies, (Team-Teach Tips).

Individual behaviour programmes

If a pupil is exhibiting challenging behaviour a consistent programme should be agreed following the procedure outlined below:

- 👑 The behaviour is identified and any relevant observations documented.
- 👑 An initial planning meeting is held which is chaired by a member of the senior management team who will be joined by the teacher, support assistants and the parent(s). During this meeting a proforma is completed which identifies the difficulty and sets out what action should be taken, including any Team-Teach techniques employed.
- 👑 The agreed actions are implemented and any patterns of behaviour or major incidents are recorded on the incident form.
- 👑 A summary of the planning meeting will be reported at the regular review meeting.
- 👑 The agreed actions will be reviewed at a date set at the initial meeting or before if necessary and further actions agreed.

Procedure for dealing with serious incidents

In the event of a serious incident such as (a) staff / pupil injury or threat of injury or (b) when adults feel that they need time out from the pupil the following procedure will apply:

- 👑 Complete a dynamic risk assessment (Team Teach) - Stop and think about what action is in the best interests of the pupil, staff and other pupils.
- 👑 If it is safe to do so remove the pupil from the scene in the case of (a) to the office or (b) to another classroom (this may have been agreed at a review meeting and included in the pupil's positive handling plan).
- 👑 If the pupil cannot be moved, call for help. **Do not place yourself at risk of injury.** A senior staff member will respond.
- 👑 If necessary remove the other pupils to a safe place such as the library or soft play

or playground.

- 👑 Make the environment as safe as possible without putting yourself at risk.
- 👑 The pupil will remain where they are until all parties are calm and there is no perceived risk of re-igniting the situation.
- 👑 The headteacher will inform parents of serious incidents.
- 👑 The headteacher following discussion with staff will decide if it is necessary for the child to be removed from school following a major incident. In such cases the procedure for fixed term exclusions will be followed, unless there is an agreement in the pupil's behaviour plan.
- 👑 Any injuries will be recorded in the accident book for pupils and on a staff accident form for staff. An incident form should also be completed.
- 👑 The headteacher may discuss the incident with the pupil before his/her return to class. To help raise the pupil's awareness that his/her action is unacceptable, a physical task may be recommended such as a sorry picture or doing something to help in class to make up for the incident.
- 👑 There will be an opportunity for staff to de-brief with a senior member of staff at an appropriate time after the incident.
- 👑 The pupil will be referred to the review meeting or for a planning meeting as appropriate.

Physical Restraint

The school follows the most recent DFE guidance on restrictive physical interventions and the advice for headteachers, staff and governing bodies on the use of reasonable force.

The school has identified the following statement of intent:

- 👑 The school recognises that the welfare of the child is paramount and the right of every pupil to be protected from harm and seeks to protect all pupils from any form of physical intervention which is unnecessary, inappropriate, excessive and unlawful.
- 👑 However, it is also recognised that on occasions and as a last resort, situations may arise where, in order to ensure the welfare and protection of children or other adults, staff may need to use physical restraint. Staff will draw on their knowledge and training in Team-Teach and use this approach in school.
- 👑 Physical restraint must always be in the best interests of the pupil being restrained.

Physical contact exists in school for many reasons, such as, moving and handling pupils safely,

for example, supported walking, using a hoist, or intimate care such as toileting. Staff are trained in moving and handling techniques. This technique may be used to control behaviour which presents risks either to the pupil or staff, for example, guiding a pupil away from or to an area. Whilst there is physical contact to enable control, the moving and handling and Team-Teach approaches negate the use of force and are therefore not considered to be restraint. The school is fully committed to a 'hands off' policy except in extreme situations where pupil or staff safety is seriously compromised.

Many pupils require specialist equipment that has safety straps such as specialist seating for pupils who require physical support, wedges for physiotherapy activities, car seats, toilet adaptations. Such equipment will **not** be used to control or manage behaviour. In more serious circumstances, which are extremely rare, Team-Teach techniques may be used as restraint to maintain safety and control, for example, a violent outburst that is threatening the pupil or others. In the event of such an incident the headteacher will inform parents and the incident will be recorded following the West Sussex County Council Guidelines. This will also initiate the school's protocol for dealing with challenging behaviour as included in this document or a review of current individual behaviour programmes.

Screening Pupils

School staff have the statutory power to search pupils or their possession, without consent where they have reasonable grounds for suspecting they have a 'prohibited' item; knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarettes, fireworks, pornographic images, any item reasonably suspected will be used to commit an offence by causing injury or damage to the property of any person, including the pupil. Should the need arise a senior member of staff will be informed and carry out the search which will be witnessed by classroom staff and a record of the search made. Parents will be informed of the search, the reasons for it and any subsequent action taken.

Exclusion

Exclusion is not a course we would consider unless in extreme circumstances. The exclusion of a pupil takes place to protect the staff and pupils. Fixed term exclusions may be used as an intervention / strategy following agreement at a planning meeting. Permanent exclusion would only take place once all interventions / strategies are shown to have been tried and failed. This course of action is extremely rare. In the event of exclusion the school will follow West Sussex County Council policy.

Dealing with challenging behaviour whilst off-site

It is quite rare for severely challenging behaviour to occur whilst the pupil is off-site. However, should such an instance arise the following procedure will apply:

- 👑 A mobile phone and our identification cards for members of the public should be taken on all out of school activities.

- 👑 Carry out a dynamic risk assessment - stop and think what action is in the best interests of the pupil, staff and other pupils.
- 👑 Ensure that an adult is responsible for the remainder of the pupils.
- 👑 Allocate an adult to deal with the behaviour by supporting the pupil and using de-escalation techniques until he/she is calm enough to re-join the group or be taken to the bus / return to school. If there are sufficient staff, two adults should be allocated for this.
- 👑 If the pupil is in a hazardous place he/she may need to be transferred to safety. This will need to be undertaken by two adults using appropriate Team-Teach techniques.
- 👑 Inform school and request additional support. if necessary.
- 👑 The incident should be reported to the headteacher or senior staff member upon return to school and an incident form completed.
- 👑 The headteacher will inform the parents as agreed following discussion or positive behaviour plan.
- 👑 Staff should have the opportunity for a de-brief session with a senior member of staff.

Planning Meeting for Behaviour Support/ Risk Assessment

Description of the behaviour

What triggers the behaviour?

How should the behaviour change e.g. what behaviour could replace it?

Action

Support required from:

Date of review:

Patterns of Behaviour / Incident Form/Risk Assessment

Positives:

Number of incidents during an: hour day week month major incident

Describe incident and comment on how intervention influenced the behaviour

Further Action:

BEHAVIOUR	SUGGESTED ACTIONS
SCREAMING	Ignore / avoid reaction / eye contact Remove / block audience Use a quiet approach Sign - small
OFF TASK	Encourage / praise Give appropriate individual response Is the task appropriate? Change the task - give a limited choice Use symbolic timetable to show next activity Do not force them back to task
REFUSING TO CO-OPERATE	Negotiate - give a limited choice Give appropriate individual response Ignore Praise co-operation Use symbols to help explain Do not restrain (unless in circumstances set out in the policy - then record and notify senior member of staff)
LEAVING THE CLASSROOM	Try and pre-empt this by giving a limited choice Encourage back verbally Block exits (do not put yourself at risk) Use the agreed individual response Close the door Do not chase (unless circumstances demand this) Do not restrain (unless in circumstances set out in the policy - then record and notify senior member of staff)
SWEARING	This is dependent on the context and pupils level of understanding Ignore - particularly older pupils Say it is not acceptable Do not react - look shocked / laugh
STRIPPING	Use clothing that might prevent this Move audience Try to have 2 adults present Keep calm Ensure privacy / dignity / cover
SPITTING	Dependent on circumstances Ignore Encourage to clean up Say no If necessary remove others
KICKING / HITTING / PINCHING OR INJURING STAFF	Give the pupil some space Use Team Teach techniques Get help Record Take time out if necessary Avoid shouting

	Do not put yourself in danger. Do not retaliate
KICKING / HITTING / PINCHING OR INJURING PUPILS	Remove the victim Give attention to the victim Get help Record Do not encourage pupils to retaliate
FLICKING BODY FLUIDS	Minimise cross contamination Pre-empt Follow hygiene guidelines
THROWING ITEMS	Make into a positive action - bean bags in hoops etc. Remove throwable objects Pre-empt Encourage pupil to pick up the item and put it away Ignore Give positive instructions
PICKING INJURIES	Find a way to cover the injury Distract Discourage Follow hygiene guidelines
FALLING ASLEEP	Let parents know Make comfortable Find an appropriate place Use early intervention / stimulation Find reason Do not attempt to wake by shouting, shaking, wet flannel etc.
NOT EATING CERTAIN ITEMS	Respect individual wishes Encourage pupils to try a small amount but do not force Do not threaten with no pudding
MASTURBATION	Refer to the PSHE Policy Work with parents Do not say 'don't do that' Do not encourage pupils to feel that it is bad Masturbation will not be taught

The above statements are suggestions only. Most actions are dependent on the circumstances and individual judgement and training. It is important to record incidents and injuries and to keep up to date with agreed protocols for individual pupils. If restraint is used it must be recorded and reported to a senior staff member.