



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:

- 👑 Be a good learner
- 👑 Be kind
- 👑 Be safe

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 listening Three). 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.

There are also HLTAs appointed to support behaviour in both the primary and senior departments. This will include spending time in classes to observe behaviour and support staff in developing consistent approaches. Each class has a behaviour champion who will meet on a monthly basis to discuss individuals, review positive handling plans and ensure that classes are well supported.

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 clinic with 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.

School Behaviour Meetings

There will be regular behaviour champion meetings to enable staff to discuss individual cases and review progress. The minutes are circulated to enable information to be shared throughout the school. The meeting will also provide a sounding board for ideas and support for staff. Behaviour support is a standing item on every staff meeting agenda and staff are able to seek reminders on positive handling strategies.

Positive Handling Plans / Risk Assessment

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

- 👑 The behaviour is identified and any relevant observations documented.
- 👑 A positive handling plan may be drawn up by the teacher following consultation with the deputy head with responsibility for behaviour or the HLTA. The class behaviour champion will also be involved in the process. The plan will identify what the behaviours are and possible triggers, de-escalation techniques, behaviour / crisis management, including any Team-Teach techniques employed, and recovery (see Appendix 1). A copy should be kept in the office pupil file and on the shared server in the PHP folder.
- 👑 The plan will be drawn up in consultation with parents and if necessary a multi-disciplinary meeting (MDT) arranged to discuss and agree behaviour strategies that are used consistently between home, school and any respite provision.
- 👑 The agreed actions are implemented and any patterns of behaviour or major incidents are recorded on an incident form which should be emailed to the headteacher who will forward this to appropriate members of staff and parents as appropriate. If an injury has been sustained the appropriate accident form and witness statement should be completed and staff forms should be handed directly to the Headteacher.
- 👑 The plan will be reviewed on a regular basis at behaviour champion meetings and formally at the annual review and further actions agreed as necessary.
- 👑 Teachers may be asked to complete a case study for the pupil so that progress can be effectively monitored and celebrated.

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 area, studio 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 log 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 for example; when a pupil regularly shows deliberate and malicious intent to injure a member of staff or another pupil. 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.

Reduced Timetables

QEII School is fully committed to the full time education of all pupils who are of statutory school age. **In exceptional circumstances**, schools may decide to implement one for a time-limited period in order to support a pupil who cannot attend school full-time to reintegrate into full-time provision (See Appendix 2).

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.

Appendix 1

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.

Appendix 2 - Reduced Timetables

QEII School is fully committed to the full time education of all pupils who are of statutory school age.

It is important to highlight that **there is no statutory basis** upon which to establish a reduced timetable, however, **in exceptional circumstances**, schools may decide to implement one for a time-limited period in order to support a pupil who cannot attend school full-time to reintegrate into full-time provision.

A part-time timetable should only be used for a pupil with a Statement of Special Educational Needs or an Education, Health & Care Plan in very limited circumstances. A pupil should not be put on a part-time timetable because of their special educational need as this may constitute discrimination. In some cases a special educational need may also be a disability and therefore constitute a protected characteristic under the Equality Act 2010.

A timetable is considered reduced when it consists of something less than that which is provided to the majority of the pupil's peers in that setting.

When might a reduced timetable be used?

It is likely that a pupil being considered for a reduced timetable would fall within one of these 3 categories

Part of an in-school support package

The school, parent/carers and other professionals agree that a short-term (no longer than one term) reduced timetable would support a pupil who has become disaffected, to regain success. This would be a closely monitored intervention to address and manage the impact of significantly challenging behavioural, emotional or social needs.

Medical reasons



A pupil has a serious medical where recovery is the priority outcome. These arrangements would be part of a 'medical plan' agreed between the school and health professionals. This may include physical or mental health conditions.

Reintegration

As part of a planned reintegration into school (no longer than one term) following an extended period out of school e.g. following an exclusion, non-attendance, school refusal etc.

Good Practice

In circumstances where the school considers that it may be necessary to establish a reduced timetable for a pupil, the school should:

-  Have carried out an assessment to establish if there are wider needs and identify what support is required from external agencies.
-  Undertake a thorough risk assessment and give consideration to safeguarding measures for the duration. The school must carry out a risk assessment before implementation and this should be recorded.

- 👑 Have clearly defined objectives outlined in the positive handling plan
- 👑 Be for a specified and limited period of time
- 👑 Be kept under regular review
- 👑 Not be implemented without written parental agreement
- 👑 Inform the SEN Team Leader/Case Worker

NASEN Guidance for Pupils with SEN

If a school intends to arrange a part-time timetable for a pupil, it needs to be absolutely certain that this is in the best interests of the pupil, as the school may otherwise be at risk of failing to have due regard to its responsibilities under the Equality Act 2010.

The school needs to be absolutely certain that it is in the best interests of the pupil

Before implementing a part-time timetable for a pupil with an EHC plan, the school should investigate why a pupil's behaviour is occurring and address this.

For example, the behaviour might be the result of an unmet need. In this instance the school should hold an interim review of the child's EHC plan to ensure that appropriate measures are put in place. Addressing the behaviour may remove the need for a part-time timetable.

He added that a failure to first consider these steps might result in a school making an illegal exclusion.