



Queen  
Elizabeth II Silver Jubilee School

# Behaviour Policy

**Effective from: *September 2019***

**Signed by:** *Helen Elphick*

**Reviewed 16/09/20 30/09/21**

**Next review date: *September 2022***

## **Statement of Principles**

Queen Elizabeth II Silver Jubilee School is committed to learning. It is important that children are supported to behave in ways that are conducive to learning. The majority of behaviours are tackled in a positive manner, whereby teachers focus on and celebrate individual strengths and achievements. Unacceptable 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.
- 👑 The implementation of strategies which teach children to regulate their own behaviour.

## **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 the impact of these actions on the victim(s). 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.

All pupils 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 behaviours are managed 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. In this case a Positive Behaviour Support Plan will be created and shared with the appropriate parties.

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.

Teachers can make referrals to the behaviour team through the referral form on Microsoft teams who will then meet to discuss the concern with the teacher and put a plan in place.

### **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 Claire Smee 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 are HLTAs appointed to support behaviour throughout the school. This includes 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 behaviour support plans and ensure that classes are well supported.

There will be regular behaviour champion meetings to enable staff to discuss individual cases and review progress as well as termly class behaviour meetings. The minutes of behaviour meetings 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 Behaviour Support 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 in the behaviour folder.
- 👑 A positive behaviour support plan may be drawn up by the teacher following consultation with the head of the behaviour team. The class team 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 PBS folder.
- 👑 The plan will be shared with parents at annual review 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 are recorded on class sheets in the behaviour folder. Major incidents are recorded on CPOMS. If an injury has been sustained the appropriate accident form should be completed.
- 👑 The plan will be reviewed on a regular basis at the termly class behaviour meeting and formally at the annual review and further actions agreed as necessary.
- 👑 Teachers and HLTAs 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 soft play room or (b) to another classroom (this may have been agreed at a review meeting and included in the pupil's PBS plan).
- 👑 If moving the child is not the best option, call for help or press the help button. **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, studio or playground.
- 👑 Make the environment as safe as possible without putting yourself at risk.
- 👑 The pupil will continue to be monitored and supported in their recovery 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 class accident book for pupils and in the staff accident book for staff. A CPOMS report should also be completed and this should also include the code from the accident book so that incidents can be referenced to a particular class.
- 👑 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. Techniques may be used to reduce risk when behaviour 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 risk reduction, 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, 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 and on CPOMS. 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 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. For the majority of cases permanent exclusion would only take place once all interventions / strategies are shown to have been tried and failed. There are exceptional circumstances when a pupil may be permanently excluded for a first or 'one off' offence this includes serious actual or threatened violence against staff or other pupils that puts them at considerable risk should the pupil remain in school. This course of action is extremely rare. In the event of exclusion the school will follow statutory guidance and 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 the normal reporting procedures followed as previously stated..
- 👑 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.

## **COVID-19**

In the current climate it is even more important to ensure that staff are physically intervening as little as possible. Staff should try to use non-contact methods wherever possible, for example swapping high fives for thumbs up etc. However, there will still be times that physical contact will be necessary between staff and students. These may include but are not limited to:

- Intimate care.
- Positive touch to reassure a child.
- Restrictive physical intervention where it is reasonable, proportionate, necessary and in the best interests of the child.

If a student is known to have spitting as a behaviour they may exhibit, it should be noted on their positive behaviour support plan. Their plan should state the usual de-escalation and behaviour management strategies that support them to regulate their behaviour and these should continue to be used. In the majority of cases, giving the student space should mean that the member of staff is not close enough to be in contact with the saliva. If this is not safely practicable or is not in the student's best interest then staff members may need to be in close proximity to them. In this case, the staff member may choose to

wear a mask. This should be noted on the student’s PBS plan alongside the other de-escalation and behaviour management strategies that are useful for that student.

**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/carer 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.