



## Three Ways School

### Behaviour Policy

Policy Ratified on	October 2019
Policy Reviewed	September 2020
Policy Ratified by	FGB/Education Committee
Policy Review Date	Annual Review
School Policy Lead	Paul Gaskell

### **Rationale:**

This policy provides a positive, consistent approach to behaviour, which supports the aims of the school.

### **Purposes:**

The schools aims and objectives are designed to guide the school towards what it believes to be important.

### **Aims:**

- *A stimulating and supportive learning environment which is safe and purposeful.*
- *To enable access to learning and success, celebrating individual achievements.*
- *To provide staff with support and guidelines in dealing with behaviour.*
- *To encourage self-awareness and an understanding of responsibility to others within the school and community.*
- *Preparing pupils for life in the wider community and taking responsibility for their own behaviour.*

At Three Ways School we promote positive behaviour in a climate where pupils can access the curriculum, achieve success, enjoy learning and participate in activities which facilitate academic, social and personal development. Behaviour and learning are seen as interdependent not separate. As a staff we aim to provide a secure, enjoyable learning environment where expectations are clear and conflict is minimised so that everyone's self-esteem is enhanced.

### **Our behaviour policy will support these aims by:**

- Showing and encouraging respect and tolerance for each other and the school.
- Valuing the contribution of each person in the team.
- Working in partnership with parents/carers/governors to achieve our aim.

### **We believe that:**

- The encouragement and reinforcement of good behaviour is a collective responsibility.
- Every child/young person and adult has the right to feel safe and unthreatened by verbal or physical abuse.
- Children/young people and adults should be fully aware of the consequences of behaviour, which is unacceptable.
- Where a child/young person's understanding is limited, we will work together towards encouraging greater understanding and awareness.
- It is important to work collaboratively with parents/carers and other professionals.

### **Pupils:**

Pupils are encouraged to:

Respect each other and adults.

Enter and leave the classroom sensibly and complete work tasks.

Respect all property and resources.

Look after one another by letting an adult know if they are worried about another pupil.

Resolve disputes without violence.

Refrain from name-calling.

Pupils will be supervised on arrival at school and during morning and lunch time breaks in order for staff to promote positive behaviour during unstructured times of the day.

### **Staff:**

Staff have a vital role to play as they are at the forefront of behaviour management and are responsible for the behaviour of pupils. They have the closest knowledge of the pupils in their care and will wish to build up a relationship involving mutual support, trust and respect.

### **We expect that staff will:**

- Provide pupils with a good role model.
- Positively reinforce models of good behaviour.
- Provide pupils with a framework of behaviour, which supports the whole school policy.
- Allow time for discussion and/or visual strategies about positive and negative behaviour.
- Keep records of positive/negative behaviour where appropriate.
- Keep parents/carers informed about issues concerning behaviour either through a home/school diary, by telephone call, by email, by letter, or a member of the Senior Leadership Team depending on the circumstances.
- Keep the schools governing body informed regarding issues concerning behaviour management through the Head teacher.
- Offer each other mutual support.
- Use teaching and learning methods and strategies to enable pupils to access the curriculum, enjoy learning and achieve success. Most pupils will respond to low level intervention strategies to keep them on task. Pupils should be informed /consulted about the expectations that you have for the classroom environment. These need to be referred to and upheld in a consistent manner.

### **Parents/Carers:**

#### **We would like parents/carers to:**

- To be involved and support us in meeting our aims.
- To feel confident that everything is being done to make sure that their child is happy and safe at school.
- To be informed about and fully involved in aspects of their child's behaviour.
- At mutually agreed times, attend meetings to discuss and support pupils with their behaviour.

### **Governors:**

#### **Governors will:**

- Know that staff are constantly striving to provide a safe, happy and stimulating environment.
- Be fully informed of matters concerning behaviour.
- Support the Head teacher and staff in the implementation of this policy.
- Play a full and active role in ensuring our aims are met.

### **Unacceptable behaviour:**

#### **Unacceptable behaviour is that which:**

- Makes anyone in the school feel unhappy or threatened.
- Subjects anyone to violence, aggression or verbal abuse.

- Damages property.
- Prevents teachers from teaching and other pupils from learning.
- Disrupts the running of the school.

### **Challenging behaviour:**

*The special needs of some individual pupils mean that despite adopting a positive behavioural approach and the best endeavours of staff they may exhibit difficult and challenging behaviour.*

### **Challenging behaviour at Three Ways is that which:**

- *Prevents a pupil participating in school activities and affects the learning of other pupils.*
- *Makes excessive demands of both staff and resources.*
- *Places the pupil/peers/staff in physical danger.*
- *Continuously puts school property at risk.*
- *Produces self-injurious behaviour.*

*(Ideas taken from Hams, Cook and Upton, 1996, Pupils with Severe Learning Difficulties Who Present Challenging Behaviour: A Whole School Approach to Assessment and Intervention).*

For any pupils whose behaviour remains challenging, individual Three Ways Pastoral Support Programme may be put in place to support their development. This will part support the pupil's Plans for Learning and the parents/carers will be involved so that their understanding and co-operation is ensured.

### **Procedures:**

*Early identification of challenging behaviour is important. When a pupil is felt to have challenging behaviour the following procedures should be followed:*

- *Discuss the needs of the pupil at a pupil profile meeting with a member of the Senior Leadership Team.*
- *If it is felt appropriate the class team and a member of the Senior Leadership team should discuss the behaviours which are being displayed and write an Individual Behaviour Management plan or if more serious a Three Ways School Pupil Support Programme. This process should involve other agencies if necessary and the parents/carers and pupil.*
- *Once the assessments are completed they should be discussed with the Head teacher.*
- *The Three Ways PSP will be monitored on a termly basis and will be amended as necessary, if no improvement is seen the following action will be taken.*
- *Team around the child meeting will be held*
- *Annual Review or Interim Annual Review meeting will be held and the LA SEND Team invited*

### **Roles and Responsibilities:**

The encouragement and reinforcement of good behaviour is a collective responsibility. At Three Ways School we would want to offer support to staff who are experiencing challenging behaviour. This support may take different forms depending on the challenging behaviour experienced. It is hard not to feel personally threatened when being challenged by a pupil so it is important to take a shared responsibility for behaviour within school and support colleagues. If a situation arises where it is felt that additional support is required a member of the Senior Leadership Team should be contacted for assistance.

### **Working with Parents/Carers:**

We believe that it is important to work with parents/carers collaboratively. All positive interactions with Parents will occur via Class Dojo, however if an incident has occurred or there is information of a sensitive nature to pass on then a phone call will always be made, unless the class teacher has received a wish from a parent to pass on this information via the Dojo app.

Before contacting a parent/carer regarding a severe behaviour issue **staff must** firstly have discussed it with a member of the Senior Leadership Team. The school would always wish to work collaboratively with parents/carers in the development of an Individual Behaviour Plan and the child/young person's Plans for Learning.

### **Parents Workshops:**

At Three Ways School we have a Parents/Carers group. They meet regularly to discuss issues regarding the school and to offer each other support. If you would like to attend these informal meetings please contact the school. Parent forums and training workshops have been organised and support parents with issues such as behaviour.

### **Multi-Professional Working:**

Effective Multi-Agency working involves good communication and the sharing of skills and knowledge. Following the assessment process these professionals may be invited to offer support and advice. Some of the behaviours displayed by pupils is driven by complex social, emotional and health problems so the use of multi-agency working needs a co-ordinated approach. This is achieved at Three Ways School by a termly meeting of our Health Professionals, monthly meetings of our Curriculum Access Team and regular department manager meetings with agencies such as Youth Connect and the Sensory Support Service.

- Educational Psychologist – BANES Service
- Paediatrician– Dr Hilary Marcer
- School Nurse – Sallie Derrick
- Speech Therapist – Liz Henderson
- Music Therapist – Adrian Snell
- Behaviour Support Nurse –Nicole Hooper
- Sensory Occupational Therapist – Isabel Ball
- Physiotherapist – BANES Service, Val Holden
- L.A SEND Team – Joe Huckle, Rosemary Collard
- Social Services (Disabled Children's Team) (Bath Families Team)
- Mentoring Plus Project / Compass Project / 117 Family Project / Southside Family Project , Bath Area Play Project
- Shout Out Advocacy provided by Off the Record

### **Rewards:**

Staff should positively reinforce appropriate behaviour. When giving rewards to pupils we should make it clear why we are rewarding with the intention of making the child aware and of sending signals to other pupils. Effective praise helps the child appreciate how achievement is helped by their attitude; it acknowledges effort; focuses attention on relevant behaviour and fosters motivation.

### **Rewards we give include:**

- Approving look/sign/smile.
- Verbal praise.

- Stars/Stickers
- Certificates.
- Informing parents/carers. Sharing work with other adults at school.
- Display of work.
- Favourite activities.
- Edible – try to use healthy foods where possible.
- Choice making.
- *Class outing. The majority of our Educational Visits have a curriculum focus so a reward outing is different in that the class are given a choice of an outing such as the cinema, bowling or a similar activity.*

### **Celebrating Success:**

*Achievement is recognised as part of our celebration assemblies. Certificates and stickers maybe used in assembly. The staff nominate pupils for certificates and they are produced in advance of the assembly. Two copies of the certificate should be made (if appropriate for the child) – one for the pupils to take home and the other to be displayed or kept in their files  
Pupils are encouraged to save their reward points and then exchange them for small rewards.*

### **Sanctions:**

When using sanctions, it is important to always maintain a child's self-esteem and that it is the behaviour that is unacceptable never the child/young person. When considering sanctions an appropriate response often needs to be considered depending on the pupil. Natural consequences should be used wherever possible and deferred reward and sanction should be avoided for our pupils with SLD.

### **Sanctions we may use include:**

- Language indicators – "Please don't do that".
- Waiting for silence in the classroom.
- Rewarding positive behaviour of others.
- Teacher's proximity to offender to offer guidance.
- Use of Teaching Assistant support to work with child/young person.
- Supported Time out.
- Class detention – to stay in at break time.
- Breaktime/Lunchtime / After school detention – (parents/carers will always be consulted about the use of after school detentions).
- Use of warnings – use of signs and symbols.
- Allow 'thinking time' moved away from the group.
- Internal exclusion / Contacting Parents/Carers.
- External Exclusion
- Permanent Exclusion / Negotiated Change of Placement.

### **Serious Incidents:**

- Staff need to judge the level of danger (risk assessment) and act accordingly. (Danger to child, others, staff, equipment or buildings).
- Remove child/young person from the situation or the situation from the child/young person if necessary. Where possible remove the rest of the pupils from a room to avoid physical intervention.
- Request support if required.
- Allow the child/young person (and staff) time to calm down. This will vary on the incident and the needs of the pupil.
- Record all serious incidents by completing an incident form (which are available electronically on the Staff Shared) and given directly to the Head

Teacher. All incidents are recorded on SIMS.Net and monitored by the Head Teacher and the Behaviour Manager.

- All Serious incidents are discussed fully with parents/carers and a debrief held with staff.

### **Physical Intervention and Restraint:**

Despite creating the right environment opportunities, the nature of some pupils will mean that there will be times when challenging behaviour occurs. In all cases where physical restraint or control is necessary, minimum reasonable force should be used to exercise your 'duty of care' to the pupils and should only be used as a last resort.

Staff at Three Ways School have undertaken Crisis Prevention Institute MAPA training (Management of Actual or Potential Aggression). MAPA training is designed to help staff manage aggressive, violent and self-injurious behaviour which may occur in a crisis episode. The focus of the training is on assisting pupils to maintain self-control and for staff to engage in methods of preventing crises through the use of calming verbal and non-verbal techniques. The MAPA strategies taught enable staff to give consideration to all other possibilities for defusing the situation. In extreme cases, if a pupil is at risk to themselves or are posing a risk to others the following types of physical intervention may be used. These measures, where possible be drawn into a risk assessment and all Staff are updated on a regular cycle.

- Guiding using gentle pressure on the back
- Escorting by leading from the arm.
- Lifting.
- Holding either arms or legs or in extreme circumstances both. Staff should be alert to risks at all times. The following consideration should form part of the **risk assessment**.
- The location of the incident and the potential for the restraint to be carried out safely.
- The restrainer's capacity to act calmly.
- The age/physique and known medical condition of the pupil and the restrainers.
- The scope to involve another adult to assist and supervise.
- The clothing being worn by the restrainers, together with any jewellery or spectacles,
- hearing aids.
- Any previous experience by the pupil of restraint and predictable reaction.
- The presence of any weapon.

### **During any incident the restrainer(s) should:**

- Offer verbal reassurance to the pupil.
- Keep calm but firm.
- Cause the minimum level of restriction of movement.
- Reflect the danger of any accidental injury.

### **After the incident the restrainer(s)/pupil should:**

Following an incident involving physical restraint a record should be made by the restrainers and by any other adult who was present. This record should be kept in the schools serious incident file and appropriate forms completed. All records need to be signed by a member of the Senior Leadership Team.

Following any serious incidents, both the pupil (where appropriate) and the member of staff involved should be given the opportunity to discuss it with another member of staff.

### **Individual Behaviour Management Plan**

An individual behaviour management plan is useful for agreeing how behaviour is to be managed for a child so that there is consistency throughout the school. It encourages staff to consider proactive and reactive strategies and any physical interventions that may be required.

### **Pastoral Support Plan (PSP)**

A Pastoral Support Plan (PSP) is a useful tool to encourage pupils to manage their own behaviour. A PSP is written using a collaborative approach between school, parents/carers, behaviour support service and any other agencies involved with the individual pupil. A PSP is normally written to support pupils who are at risk of permanent exclusion and provides small, measurable, achievable, realistic targets to support the pupil. These targets can be known as SMART targets.

### **Resources:**

- Support from staff, school nurse, parents/carers, governors.
- Behaviour Assessment Forms.
- Discussion in termly health professional and CAT meetings held at Three Ways.
- Access/referral to Social Services, Health Services, Child and Adult Mental Health Service (CAMHS), 117 Family Project, Southside Family Project, Mentoring Plus, Compass, Community Learning Disability Nurses (CLDN)

### **Exclusion:**

The Governing Body and the Head Teacher retain the right to exclude a pupil from school should this be deemed necessary. Exclusion only happens when the nature of the pupil's behaviour is found to be a threat to other pupils and/or staff. Should this occur there is active involvement both with the Local Education Authority and with other agencies to ensure that parents/carers and child/young person are supported through this process. Parents/Carers will receive verbal and written notification of exclusion which states the nature of the exclusion.

### **Racist Incidents:**

Any racist incidents should be reported to the Head teacher *or member of the Senior Leadership Team. The following procedure should be undertaken.*

- Discussion with pupils.
- Victim counselled.
- Formal discussion / Head involved
- Parents informed.
- Report to Local Education Authority and Governors – use Racist, Homophobic or Disabled Incident Reporting Form.
- Sanctions used if appropriate.

### **Health and Safety:**

*Health and Safety issues are described fully in the School Health and Safety policy. It is important to carry out a risk assessment in all situations involving challenging behaviour. It is the responsibility of each adult to report Health and Safety issues without delay.*

### **Out of School Visits/School Camps/Residentials**

We encourage participation in organised visits out of school which aim to enrich the curriculum and personal development. A change in environment may create insecurity for some pupils and could lead to unacceptable behaviour. Decisions need to be made at the planning/risk assessment stage to involve extra support or an alternative activity. The Educational Visits Co-ordinator is able to give further advise/support on these issues.

### **Professional Development:**

All staff should have equal access to training where appropriate.

## **APPENDIX to Behaviour Policy: JUNE 2020 Covid 19**

In response to the full reopening of schools in September 2020, the following additions have been made to our behaviour policy. All of the following have been put in place to ensure the safety of our whole school community.

The transition back to full time education will be very difficult for some of our children. We also acknowledge that good learning and school routines and behaviours may have been lost over time for some children, and will need to be re-established. We aim to work with our young people and families to ensure that appropriate boundaries are understood by all.

### **Class Rules/Agreements**

Classes will identify their rules and rewards linked to this. These may include, but may not be limited to:

- Where they are able to, pupils will be expected to practise good hygiene, those who require physical support will be assisted.
- All children will wash their hands regularly, using the guidance on hand hygiene. Adults will supervise this as necessary
- Where possible, young people will be encouraged to cough or sneeze into a tissue or into their elbow, and will be reminded to do this
- Where they are able to, pupils will notify an adult if they feel unwell
- Pupils will only use their own equipment, or their allocation of school equipment

### **Social Distancing**

- Pupils are encouraged to stay in their class group wherever possible and reduce contact with other pupils in school.
- Pupils are encouraged to maintain a social distance where possible around school
- Playtimes will be staggered to avoid unnecessary contact
- Wherever possible pupils will work with familiar staff

### **Outside of School**

There is additional risk to all users of our sites from pupils not keeping within the limits of social distancing when not at school. We will continue to seek re-assurance from parents that they are adhering to social distancing. We ask all parents are requested to notify us of any breaches so that we can assess the subsequent risk for the other pupils and staff on site.

### **Leaving Classrooms**

All staff and students are operating within their class groups within the school to reduce the number of people they will come in to contact with. Some students will find it hard to stay within their class group/room. Additions will be made to Individual Behaviour Plans if a pupil regularly exits a classroom and is unable to adhere to social distancing guidance.

### **Serious incidences of behaviour and physical interventions:**

Pupil's plans, including behaviour plans will remain in place.

Wherever possible staff will use proactive and active strategies to support pupil behaviour and to avoid the use of physical interventions. Reactive strategies to be used if the safety of the individual pupil or the school community is at significant risk.

The Head teacher and behaviour lead will monitor those pupils who regularly require behavioural interventions or who are frequently involved in serious incidents. Those pupils may require a further COVID 19 behaviour plan and associated risk assessment. This will be used to determine what mitigations need to be put in place.

**Stage 1**

Behaviour plan and risk assessment in place to support proactive and active strategies.

**Stage 2**

Further mitigations in place to support pupils to manage the school's social distancing rules/guidance. Involvement of external multi-agency support may be requested and will be discussed with parents/carers and the pupil/young person where appropriate to do so.

**Stage 3**

Discussion with allocated SEND lead to discuss safety of placement re: personalised timetable which may include periods of remote learning to ensure safety of all

***Behaviour and exclusions***

All pupils who require a higher level of behaviour support/physical intervention and are attending school will have a COVID 19 pupil specific addition to their individual behaviour plan and risk assessment.

Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be assessed by the headteacher as being unsafe and, in extreme circumstances, discussion will be held with SEND leads and families.

Where pupils are unable to maintain the hygiene or social distancing rules there will be a multi-agency approach to ensuring the pupil is safe and appropriate provision is supported. This may be alternative or off site provision.

If there is repeated spitting at staff, appropriate PPE (Gloves, Mask, Face Shield, Apron) is available to staff. Senior/Middle Leaders called to classes to support will wear a mask when entering a class to assess the situation.