

Hillside

Behaviour Policy and Written Statement

Behaviour principles written statement

This section is not policy or practice, rather it is a statement to set out Hillside's broad principles and values with regard to behaviour that is both expected and promoted within the school.

Actual, practical applications of these principles are the responsibility of the **headteacher**, who will view each case in light of these principles and any relevant policies.

The governing body is aware and approves of this statement, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Principles

- The school's primary concern is the safety, wellbeing and education of all pupils, with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.
- The school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
- All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour.
- Positive behaviour around school is to be acknowledged.
- At Hillside, we want to foster a community and collective ethos amongst all members of the school and promote values of caring, empathy, teamwork and coordination.
- In cases of continuous and persistent challenging behaviour, regardless of how sustained and disruptive, the pupil's out-of-school circumstances and possible special educational needs and disabilities will always be taken into account. Comprehensive support is given – exclusions and expulsions are to be used only as a last resort where other measures fail.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.

- Guidance on the use of reasonable force will be agreed upon by the **headteacher and governing body**, and clearly set out within the school's **Behaviour Policy**.

General expectations

- All members of the school community should be aware of behavioural expectations and the relevant policies, and agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.
- Polite and considerate behaviour is to be maintained by all around the school, both in and out of the classroom.
- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.
- Each pupil receives the necessary behavioural support according to their specific needs.
- Bullying (and cyber bullying) is not tolerated and pupils should report any case of bullying they experience or observe to school staff.
- Staff will lead by example and model their conduct in line with the school's standards.
- To keep the pupils and staff safe, the **headteacher** will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.
- Everyone in the Hillside community should understand that the school's emphasis is on encouraging and praising appropriate behaviour and supporting individuals who are struggling to meet socially acceptable behavioural standards.

This written statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school, when acting as ambassadors, when engaged in extra-curricular activities, such as educational trips and visits (residential and non-residential) and when being educated as a member of Hillside.

Behaviour Policy

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Statement of intent

At Hillside we aim to:

- Promote good behaviour and maintain positive expectations.
- Promote mutual respect by providing good role models.
- Ensure the safety of pupils and staff at all times.
- Create a supportive atmosphere that is conducive to learning for everyone.
- Promote, reward and celebrate socially acceptable behaviour.
- Deal with inappropriate behaviour consistently, in order to provide security
- Demonstrate, promote and communicate the school's intolerance of bullying, racial harassment and sexual harassment.
- Teach acceptable behaviours with the support of positive behaviour management programs.
- Apply rules and boundaries fairly and without prejudice.
- Work in partnership with each other, pupils, parents and other professionals.
- To have a consistent approach to support the behaviour of our pupils as they transition through the school.

At Hillside School, it is our policy to ensure challenging behaviour is viewed as communicative. That challenging behaviour is considered in context i.e. they are situationally appropriate, is there a more appropriate functional equivalent? The function of the challenging behaviour is analysed to aid prevention. Detailed recording is essential in order to understand behaviours, change or prevent them and to show where progress has been made.

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

Review date: _____

1. Legal framework

1.1. This policy has due regard to DfE guidance including, but not limited to, the following:

- DfE (2013) 'Use of reasonable force'
- DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England'
- DfE (2016) 'Behaviour and discipline in schools'

1.2. This policy will be implemented in line with the following school policies and procedures:

- **Anti-Bullying Policy**
- **Physical Intervention Policy**
- **Exclusion Policy**
- **Child Protection and Safeguarding Policy**
- **Special Educational Needs and Disabilities (SEND) Report Policy**

2. Definitions

2.1. For the purpose of this policy, the school defines the following as “challenging” behaviour:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of the staff

2.2. Staff members are responsible for identifying potential safeguarding issues and for recognising when they may also indicate pupils may engage in challenging or disruptive behaviour. In accordance with the school's **Child Protection and Safeguarding Policy**, all staff members are aware of safeguarding concerns and potential indicators.

3. Roles and responsibilities

3.1. Staff are responsible for:

- Adhering to the requirements of this policy.
- Implementing effective classroom management strategies to help prevent incidents of challenging behaviour.

- Remaining professional when handling incidents of challenging behaviour.
- Ensuring any reasonable force used is conducted in line with the school's **Physical Intervention Policy**.
- Establishing positive relationships with pupils to help reduce challenging behaviour.

4. Effective classroom management

4.1. The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines
- Is mindful of the needs of groups of pupils i.e. Autistic
- Establish agreed rewards and positive reinforcements.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

4.2. Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules
- Routines
- Praise
- Rewards

Routines

4.3. The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.

4.4. Routines may include activities such as the following:

- Circle Time
- Workstations

4.5. Once a routine has been established, the staff model this for pupils to ensure they understand it.

4.6. Staff ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Praise

4.7. The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from staff, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

4.8. When giving praise, staff ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance and independence is encouraged.

4.9. Staff ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.

4.10. Praise that is given is always sincere and is never followed with immediate criticism.

4.11. Staff encourage pupils to praise one another, and praise another pupil to the staff, if they see them modelling good behaviour.

Rewards

Staff will;

4.12. Reward good behaviour, as well as good work.

4.13. Use rewards to build positive self-esteem and show approval of desired behaviour.

4.14. Give immediate feedback on good behaviour and to reward evenly and fairly across the school as appropriate.

4.15. Draw up and implement in conjunction with support from the class team and the wider

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

4.16. The school uses three different categories of rewards – these are:

- **Social** – praise and recognition, e.g. a positive phone call or email home.
- **Physical** – material rewards, e.g. tokens, stickers or certificates.
- **Activity** – activity-based rewards, e.g. extra play, free time.

4.17. Staff may implement different types of rewards as they see fit with approval from the **headteacher**; however, as a general rule, the following rewards are used:

- **Tokens and stickers**
- **Raffle tickets**
- **Certificates**
- **Free time**
- **Positions of responsibility, e.g. prefect**
- **Class celebrations**
- **Lucky dips**
- **Phone calls and emails home**
- **Extra play**
- **Special privilege, e.g. non-uniform privilege**

5. Positive relationships and approach

5.1. Positive adult-pupil relationships are contributory to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow staff to understand their pupils and create a strong foundation from which behavioural change can take place.

5.2. Staff will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and playtime.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

5.3. Within the classroom, staff establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses so they understand how to act in a given context.
- Establishing a politeness policy to help pupils understand basic manners and respect.

- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

6. The classroom environment

6.1 Designated areas within the classroom should be clearly marked with pupils needs in mind.

6.2 The classroom should be tidy and clutter free to support those pupils with Autism

6.3 Displays should be of pupils work

7. Understanding behaviour

- 7.1. At Hillside we use the “5P Approach to Behaviour” as our framework to support our pupils.
- 7.2. Each pupil has an Individual Green Zone that identifies the behaviours exhibited by the pupil when they are happy and ready for learning, and the strategies employed by staff to enable this to happen
- 7.3. Each pupil has a 5P Communication Profile which details the most appropriate communication for the individual
- 7.4. Where pupils frequently display challenging behaviour, the 5P Approach offers the opportunity to “Prioritise, Problem analyse, Problem solve and Plan. As part of this process, the school uses the antecedent–behaviour consequence (ABBBC) analysis to determine appropriate support – this involves:
 - Antecedent **(A)**: what happens before the behaviour occurs.
 - Behaviour **(B)**: the behaviour that occurs.
 - Consequence **(C)**: the positive or negative results of the behaviour.
- 7.5. Using the ABBBC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.
- 7.6. When conducting the ABBBC analysis, staff will ask themselves the following questions to ensure the analysis is effective:
 - What appears to be the underlying cause of the pupil’s behaviour?
 - Where and when does the pupil display this behaviour?
 - What are the triggers of the behaviour?
 - What acceptable behaviour can the pupil use to ensure their needs are met?
 - What strategies can be implemented for behaviour change?
 - How can the pupil’s progress be monitored?

- 7.7. A 5P Plan or Intervention Hierarchy is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the strategies to be employed and the support required.
- 7.8. Necessary staff members will be familiar with the pupil's 5P Plan to ensure staff are equipped to deal with instances of challenging behaviour.
- 7.9. Pupils and their parents are involved in the development of the 5P Plan, and this is reviewed on a half-termly basis by the parent, pupil and their staff – the 5P Plan will be reviewed sooner if it is not effective.

8. De-escalation strategies

- 8.1. Where challenging behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:
 - Appearing calm and using a modulated, low tone of voice
 - Using simple, direct language
 - Avoiding being defensive, e.g. if comments or insults are directed at the staff member
 - Providing adequate personal space and not blocking a pupil's escape route
 - Showing open, accepting body language, e.g. not standing with their arms crossed
 - Reassuring the pupil and creating an outcome goal
 - Identifying any points of agreement to build a rapport
 - Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour the consequences will be lessened
 - Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

9. Intervention

- 9.1. In line with the school's **Physical Intervention Policy**, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.
- 9.2. Physical restraint may be appropriate in the following situations:
 - A pupil attacks a member of staff or another pupil
 - A pupil tries to, or does, conduct deliberate damage or vandalism to property
 - A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
 - A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others

- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
 - A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
 - A pupil is behaving a way that is seriously compromising good order and discipline
 - A pupil persistently refuses to obey an order to leave the classroom
- 9.3. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.
- 9.4. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.
- 9.5. Any physical intervention used will be conducted in line with the **Physical Intervention Policy**.
- 9.6. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
- 9.7. After an instance of physical intervention, the details of the incident will be recorded and the pupil's parents will be informed.
- 9.8. Some violent or threatening behaviours may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

10. Managing challenging behaviour

- 10.1. All staff are trained in Positive Handling techniques. This includes de-escalation strategies. There are 2 Positive Handling Trainers on the staff team. There is also a group of experienced staff that can be called upon for immediate extra support, known as the "Watch Team"
- 10.2. After an initial incident of challenging behaviour, the following process is implemented:
- The staff involved record the incident
 - The **headteacher or Senior Leader** investigates the incident and assigns actions to be undertaken.
 - The **teacher** will inform the pupil's parents and invite them to discuss the incident.
 - If a pupil already has an existing 5P Plan, this will be reviewed in line with 7.9 of this policy.
 - Victims of any challenging behaviour will be offered the opportunity for counselling from an appropriate member of staff.

- 10.3. Ongoing Challenging Behaviour that does not appear to improve in spite of the strategies employed will prompt a referral to Behaviour Support Team. They will conduct a home visit to offer support to the pupil and their family.

11. Staff training

- 11.1. All staff members are provided with sufficient training in de-escalation strategies and dealing with challenging behaviour as part of their induction programme – this training is updated on an **annual** basis.
- 11.2. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
- 11.3. All staff members are trained in the approved methods of physical intervention in line with the school's **Physical Intervention Policy**.
- 11.4. Wherever staff members feel they need refresher training, they are required to notify the **headteacher** and submit a request.

12. Monitoring and review

- 12.1. This policy will be reviewed on an **annual** basis by the **headteacher**. The next scheduled review date for this policy is November **2019**.
- 12.2. Any changes made to this policy will be communicated to all staff, parents and pupils.

