



Behaviour Policy

Version	Date	Description	Chair of Committee	Ratified (Y/N)
1	28.01.10	Presented to Curriculum Committee	Simon Bainbridge	Y
2	June 2012	Presented to Curriculum Committee	Paul Ilott	Y
2	May 2013	Reviewed at Curriculum Committee	Paul Ilott	Y
3	03.01.19	Reviewed at Health and Safety Committee	Paul Ilott	
4				

Philosophy

We believe that any individual's behaviour has a large effect on how well the individual is able to learn and on the quality of life they are able to enjoy. Understanding is the key to supporting a pupil to improve their behaviour – to understand the world as they see it, to be able to anticipate and predict their possible reactions and therefore to be able to proactively put in place procedures likely to diminish the occurrence of undesirable behaviours.

Our Behaviour Policy links to our Safeguarding and Physical Intervention Policy and DfE guidance on behaviour and exclusions. Governors also accept responsibilities with regard to Section 175 of the Education Act 2002 to ensure safeguarding and promoting the welfare of children and general duty within the Equality Act to eliminate discrimination.

Governors have examined their responsibilities under Section 88(1) of the Education and Inspections Act 2006 (EIA) to promote good behaviour and discipline in schools. Our governors have considered the statement of principles under Section 88(2) of the EIA in relation to the approval of powers of the Head Teacher and staff, these include but are not exclusive of;

- Screening and searching pupils (offensive weapons are items that can harm are banned from the premises).
- The power to use reasonable force or physical contact
- When multi-agency assessment should be considered for pupils who display continuous disruptive behaviours.

Aims

At Granta we support our pupils in the best way we can, encouraging them to act in an appropriate, calm manner at all times through the use of positive reinforcement. We want pupils to develop autonomy, resilience and the ability to take safe risks and enjoy life to the full. We realise that all of our pupils need support or guidance with their behaviour at some level. How we approach our behaviour management is underpinned by our core values and mission statement.

Definition of behaviour

Behaviour is a means of communication and all behaviour has a functional element. Challenging behaviour can be described as a communication of 'unmet needs'. When supporting someone who is exhibiting challenging behaviour we need to look at what message the pupil is attempting to convey. We therefore need to interpret behaviours with care to try and consider the underlying issues.

Challenging behaviour can take a wide variety of forms from passive isolating behaviour to severe acting out and incidents of aggression. We understand challenging behaviour to be behaviour which;

- Prevents participation in social and educational activities
- Isolates the pupils from their peers
- Affects learning and the functioning of others
- Reduces the pupils opportunities for involvement in usual community activities
- Causes significant stress and additional demands on school, family and carers
- Places the pupils or others in physical danger
- Damages property
- Is self-injurious

Granta vision and beliefs

We believe that:

- Children and young people want to behave well
- All pupils are supported to communicate their needs safely and appropriately. Pupils will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and well being.
- With the right support and intervention children and young people can learn to improve their behaviour and manage well.
- Mistakes are part of the learning process and we recognise that all our children and young people are at different stages of development. We need to consider the learning styles and needs of the pupils, including having realistic expectations of the rate of progress pupils make.
- All of our children and young people have learning difficulties which impact on how they learn to behave
- All adults can learn strategies to support our pupils to improve their behaviour. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond (Lead professionals, Educational Psychologists, CAMHS, Blue Smile or independent therapists etc)

We can support the children and young people in our school by;

- A well-informed understanding of their needs
- The interventions/strategies we use
- Observation, evidence gathering and analysis- so that our interventions/strategies are well informed and planned
- Working in close partnership with parents and carers
- Investing time to allow the pupils to practice and make mistakes

The quality of our relationships with each other and them

- Actively building trust and rapport
- Have high expectations and demonstrate our belief in our pupils.
- Treat our pupils with dignity and respect
- Listen respectfully and respond appropriately
- Invest in our relationships
- Consider what might be behind the behaviour
- See things through
- Keep our word
- Identify pupils strengths and build on these
- Apologise if we make a mistake
- Name and manage our own emotions
- Seek support
- Not talking about pupils over their heads or in front of other children

Further information refer to our core values, mission statement and staff charter.

The quality of our provision

- Accurately assess the pupils needs and plan to meet those needs
- Support the pupils to develop resilience
- Provide frequent positive reinforcement
- Know what motivates each pupil
- Personalise the pupils learning
- Encourage pupils where appropriate, to be involved in self-assessment and target setting and give feedback on their progressive

- Actively teach pupils behaviour for learning
- Provide pupils with a fit for purpose curriculum according to the pathway they follow.
- Provide pupils with a breadth of experiences focused on life skills learning and community access.

Behaviour strategies

The range of strategies we use includes, but is not exclusive of;

- Accessible modes of communication
- Clear and realistic expectations
- Rules, including our-core values
- Routines
- The language of choice
- Rewards and consequences e.g. symbolic rewards, special responsibilities, communication with parents/carers, preferred activities. It is important that all consequences clearly link to a behaviour and that it makes sense to the pupil
- Restorative approach
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour
- Interventions such as TEACCH
- Well being curriculum
- Outside agencies such as Blue Smile
- See also behaviour kit bag (Appendix D)

Children and young people with exceptional behaviour needs

Some of our pupils may need additional support to learn to manage their behaviour.

We do this by:

- Working in line with this policy
- Putting in additional resources/strategies, tailored to the pupils specific needs
- Multi-agency review and joint working
- Observations
- Medical investigations to ensure that the pupils is not in pain or unwell
- Making routines/strategies more detailed and bespoke
- Drawing up a risk assessment and Individual behaviour plan

Children and young people with mental health/well-being difficulties

Some of our pupils may need additional support to manage their mental health and well being

We do this by:

- Putting in additional resources/strategies, tailored to the individual
- Open door policy, giving pupils time
- Multi-agency working including close communication with those who know the pupil best
- Timetable/curriculum adaptations including Our Wellbeing Curriculum
- Detailed description of approaches to use for the individual

Some pupils need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a pupil's learning day, we always plan with parents/carers, multi-agency team and the Local Authority.

Some pupils have behaviours which warrant an Individual Behaviour Plan (IBP appendix C.) Parents and/or carers are consulted within the process of writing an IBP and are made fully aware of the strategies that are in use at school as a result of the IBP.

Bullying (including Cyber-bullying)

- We do not tolerate bullying
- Bullying should never be ignored
- All instances of bullying must be recorded
- Parents/carers should be informed by staff via telephone or in face to face contact
- Every instance needs to be addressed, in line with this policy, with each child or young person involved in taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
- Children and young people need to be supported to develop age appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber bullying

See also the school's Anti-Bullying policy

Discriminatory language/incidents

- Incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community
- They should be dealt with in line with this policy with further advice and a coordinated response from the Senior Leadership team.
- They **MUST** be recorded appropriately, including all follow-up action
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other.

See also the school's Equalities policy

Law on behaviour and use of physical intervention

It is important to recognise that the use of restrictive physical interventions needs to be consistent with the Human Rights Act (1998) and the United Nations Convention on the Rights of the Child (ratified 1991). These are based on the assumption that every child and young person is entitled to:

- Respect for his or her private life
- the right not to be subjected to inhuman or degrading treatment
- the right to liberty and security
- the right not to be discriminated against in his/her enjoyment of those rights

Restrictive physical interventions need to be pupil specific, integrated with other approaches and clearly part of the pupils Individual Behaviour Plan and Risk Assessment. They must not become a regular way of managing pupils or as a substitute for providing other training to staff.

In Cambridgeshire the term 'restrictive physical intervention' should be interpreted as describing direct safeguarding action. The term 'restrictive physical intervention' is defined by

the DfES/DoH (2002) as being 'designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact...' There are 4 main principles underpinning any physical intervention:

- Restrictive Physical Interventions should, wherever possible be avoided.
- There are occasions when the use of such interventions would be appropriate.
- Such interventions should always be necessary, reasonable and proportional to the circumstances.
- When restrictive physical interventions are necessary, they should recognise the need to maintain the dignity of all concerned as well as always being intended to preserve their safety.

It is a criminal offence to use physical force, or to threaten to use force (for example by raising a fist, or using verbal threat), unless the circumstances give rise to a 'lawful excuse' or justification for use of force. (DfES/DoH 2002)

Team Teach

Team Teach is one of the largest training providers in behaviour support and management including physical interventions. It is accredited by the Institute of Conflict Management (ICM). The objective of the training is to develop shared values within the staff team which promote attitudes, skills and knowledge needed to implement positive handling strategies for supporting a pupil presenting challenging behaviour. The term 'positive handling' is used to describe a holistic approach involving policy, guidance, management of the environment and deployment of staff. The training supports staff in reflecting upon and managing their own feelings and behaviour and in developing strategies for diversion, diffusion and de-escalation in challenging situations. In situations where physical restraint may form part of a positive response, Team Teach provides a range of safe, effective, humane physical intervention techniques. The emphasis on positive handling planning is promoted to help reduce the number of incidences when restrictive physical intervention is necessary. The importance of the process in place for post incident support is also emphasised for the pupil and adults involved restoring, repairing and improving relationships.

All incidents requiring physical intervention must be recorded in the 'Blue Book' which is kept in the office.

Restricting Liberties

At school, pupils must never be

- Locked in a room alone, without support or supervision
- Deprived of food/drink
- Denied access to a toilet

In exceptional circumstances a pupil may be moved to a safe space to reduce the risk to themselves and others. There must always be at least 2 adults present and a senior member of staff must be notified. If time out is a strategy that is recognised as successful for an individual pupil it must be written into the pupils IBP and Risk Assessment and agreed with parents/carers. Any incidents must be fully recorded.

Corporal punishment is illegal and is never used in school.

Contingent touch may be used appropriately.

Holding may be used appropriately, similar to contingent touch but more directive in nature. Some pupils also request squeezing or deep pressure, this should be reflected in their IBP.

We need consistent behaviour management throughout the school and this is partly achieved through monitoring and reflection.

Exclusions

Fixed Term exclusions

We do not believe that exclusions are the most effective way to support pupils and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed period of time, these circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of significant deliberate damage to property
- Discriminatory abuse when the pupils is aware of the consequence of actions
- Repetitive situations which cause other pupils to feel emotionally or physical unsafe

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the pupil.

Exclusions can also be managed internally and a pupil may be removed from class for a fixed period of time.

Permanent exclusions

In the event that Granta is not able to meet the needs of an individual pupil, we will always aim to work with the pupil's family and the Local Authority to identify a suitable alternative placement post exclusion.

Post incident management

Staff record incidents on CPOMS, using the guide in Appendix 1. This enables the behaviour lead and leadership team to monitor and analysis incidents more effectively.

Following an incident where physical intervention has been used, all involved, should separately be given the opportunity to reflect on and discuss in detail what has happened and what effect this has had on them and seek medical attention if required. Support for other pupils and staff witnessing the incident should also be considered.

For further information see the school's Physical Intervention Policy

Pupils with Autistic Spectrum Conditions

Pupils with ASC may be more likely than others to experience difficulties with the school environment and consequently may develop or display challenging behaviours. Careful environmental and behaviour management is needed to prevent problems and reduce patterns of entrenched behaviours. Granta recognises that many of our ASC pupils may require additional strategies/support in order to access the school day.

Staff have to be aware that their own actions and responses can be the cause of some of our pupil's behaviours through lack of knowledge of specific pupil needs. Staff need to be aware if the personal preferences and behavioural triggers of ASC pupils which are detailed in the IBPs for those pupils who require them.

We understand that appropriate behaviours must be taught. Consequences of actions must be made clear and the acceptance of change and flexible thinking be encouraged.

Restorative approaches

Relationships between children and young people and those who look after them should be guided by the following principles:

- Pupils and adults are all at different stages of learning and/or emotional development regardless of their age and how long they have been in one setting
- Effective communication resolves conflict.
- People have different skills/abilities to manage in any given situation.
- Those who present the most difficulties often have the greatest opportunity for change and development
- Change needs planning and managing
- Restorative practice is a framework for managing and learning about young people's needs
- Restorative practice also safely allows adults to acknowledge where they get things wrong and to put things right.

Restorative approach asks the following questions to the harmer:

What happened?

What were you thinking about at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have they been affected?

What do you think needs to happen to make things right?

And to those harmed:

What did you think when you realised what had happened?

What have your thoughts been since?

How has this affected you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

Using the approach helps the pupil to understand the effects of their behaviour and, with support, identify ways of modifying it in the future.

Restorative approaches provide Granta with a range of practices which promote mutually respectful relationships and manage behaviour and conflict, address bullying and absences and build community cohesion. Restorative questioning allows those involved to tell their story, from their perspective, and be listened to in a way which assures no pre-judgment. At Granta pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion

Monitoring and Evaluation

This policy will be reviewed by the SMT/Governors every two years.

Appendices

- A Behaviour profiles
- B Parental letter
- C Individual Behaviour Plan and Risk Assessment

Referenced Documents

Spring Common behaviour policy
Samuel Pepys behaviour policy

Granta behaviour kit bag

SSTEW document

'Supporting me' Cambridgeshire County Council document

Appendix A



CPOMS Guide for staff Reporting/Logging behaviour incidents

Please find below a guide of support when logging behaviours and what type of behaviours should be logged on CPOMS. Please come and see me if you need any support or further assistance

Level (4) behaviours should be logged on CPOMS

Level 4 behaviour is the most serious resulting in a student or staff member needing urgent medical attention. This behaviour could also necessitate a referral to the Health and safety team. Head teacher and Deputy Head to be made aware of incident reported in this level A.S.A.P

Some examples of level 4 behaviour: Physical Aggression resulting in someone getting seriously hurt and needing Medical attention, Self-harm resulting in need for urgent medical attention, Behaviour that leads to any student or staff member needing first aid.

Level (3) behaviours should be logged on CPOMS

Level (3) behaviour could potentially result in a minor physical injury such as a bump or graze to a student or member of staff but not constitute urgent medical attention. This behaviour could potentially lead to a level (4) behaviour. Behaviour lead will work with class team to identify appropriate interventions and support.

Some examples of level (3) behaviours: behaviour that leads to interventions such as Team Teach, Bullying: persistent, physical, verbal, emotional, Discrimination: Verbal, emotional, physical, throwing large objects such as tables, chairs, and cupboards, breaking furniture, smearing of faeces or bodily fluids.

Level (2) behaviours should be logged on CPOMS

Level (2) behaviour could potentially result in a minor physical injury such as a bump or graze to a student or member of staff but not constitute urgent medical attention. Behaviour lead will work with class team to identify appropriate interventions and support.

Some examples of level (2) behaviours: behaviour that results in a student needing significant time out of class (most of the day) due to not re-engaging, sexualised behaviour e.g. touching another person's body inappropriately, students running away/hiding within School, a behaviour that leads to intervention such as de-escalation guides or significant time out of class, being aggressive, shouting or screaming to a level where it is not possible to settle the student and causes distress to others, intimidating behaviour towards students or staff such as threats.

Level (1) behaviours do not need to be logged on CPOMS

Level (1) behaviour is a behaviour that causes minimal distress and can be quickly resolved without medical assistance or interventions and can be managed by class teacher or class team through distraction or classroom management.

Some examples of level (1) behaviours: : behaviour that results in a student needing time out of class to re-engage, low level disruption, Repetitive speech, stimming, interrupting, ignoring or refusing to take part, generalized swearing, not directed at someone, Moving around the classroom when asked not to, tearing paper or books.

Behaviour at this level will not be logged students are happy, settled and engaging with learning and classroom routines.

Where a child has repetitive incidents behaviour lead will work with class teams who will create a weekly behaviour log to be recorded onto CPOMS weekly for example...student x slaps staff several times a day every day.

Appendix B



Dear

In order that _____ gets the most from his / her time at school, staff that work with _____ have written the attached Individual Behaviour Plan, or 'IBP'. I hope that you will appreciate that the plan has a positive emphasis in working with the behaviours _____ displays at times, and that having an IBP allows staff to work in a consistent, and therefore effective way. The IBP should have a review date when the strategies and need for the IBP will be discussed.

I should be grateful if you would sign and return the attached Individual Behaviour Plan to confirm your understanding of the ways in which we propose to work with them. If you have any questions, please do not hesitate to contact the school.

Yours sincerely

Ruchi Datta
Headteacher

Appendix C



Granta School Individual Behaviour Plan

Pupil Name:		Class:	
Learning Outcomes:			
Description of pupil when calm:			
Exhibited behaviours (<i>including known triggers</i>):		Strategies to support (<i>including de-escalation & specific Team Teach intervention if required</i>):	
What needs to happen after an incident:			

	Signature & Date
Pupil	
Class Teacher	
Parent/Carer	
Head/Deputy	

Date of review:

Date of review:

Date of rev



RISK ASSESSMENT

SCHOOL		Granta School				
STUDENT						
COMPLETED BY & DATE						
REVIEW DATE						
What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is necessary?	Action by whom?	Action by when?	Done
			-			

What are the hazards?	Who might be harmed and how?	What are you doing already	What further action is necessary?	Action by whom?	Action by when?	Done
			-			

Notes on Individual Behaviour Plan



- **Learning outcomes:** State here the purpose of the Individual Behaviour Plan, e.g. *(pupil name) will manage their behaviour at playtime*. This is just an example; I would expect learning outcomes to be more specific/smaller steps for individual pupils.
- **Description of pupil when calm:** Please write here a description of the pupil when calm, being as specific as you feel you need to be. Staff must know what a pupil looks/acts like when they are calm to recognise when they are not.
- **Exhibited behaviours:** Note down all behaviours that pupil exhibits, going from low level to high level and be specific as possible.
- **Strategies to support:** Write specific strategies to support each exhibited behaviour. Add as much detail as necessary, including staff they have a good relationship with if 'change of face' is listed as a strategy, language to use and specific names of Team Teach interventions.
- **What needs to happen after an incident:** E.g. talk to pupil when calm, review IBP, debrief staff.
- **Signature list:** You may share a pupil's behaviour plan with them, so it can be recorded that they have seen it.
- **Date of review:** IBP's are a working document and should be reviewed after incidents. You have decide whether to review after every incident or high level ones.
- **Risk assessment:** Every pupil that has an IBP, must have a risk assessment

Appendix D

Behaviour Kit bag for supporting positive behaviour

- Personalised reward charts – recognising small steps
- Making everything fun – Purposeful Pantomime!
- Lesson schedules
- Educating pupils in how to manage their own behaviour and emotions – When My Worries Get Too Big
- Activities which put the pupils in control
- Now/next
- Blue Peter modelling table
- Humour
- Planned activities which you know will work.
- Fixed seating plans
- Modelling engagement.
- Making yourself and the activities as interesting as possible.
- Getting things wrong on purpose and asking for help.
- Respecting pupils for who they are
- Using positive words. Telling pupils what to do rather than what NOT to do.
- Child led learning
- Allowing processing time
- Contracts – they have to do certain things to get a chosen reward.
- Responsibility
- Planning and preparing so that all pupils are able to access activities and achieve.
- Keep busy and active, with short activities. Build anticipation
- Make expectations clear and ask pupil to repeat it back.
- Cool – Fun; Calm – when falling down; Collective – talking it through; Realistic – remember we are all human
- Bringing order to transition eg lining up.
- Differentiated equipment
- Peer support
- Simple language

- Fast pace, creative use of space
- Intensive interaction
- Restorative justice
- SCERTS
- Team Teach – de- escalation strategies, recognising emotional impact of incident on pupils and staff
- Behaviour policy – differentiated responses according to understanding.