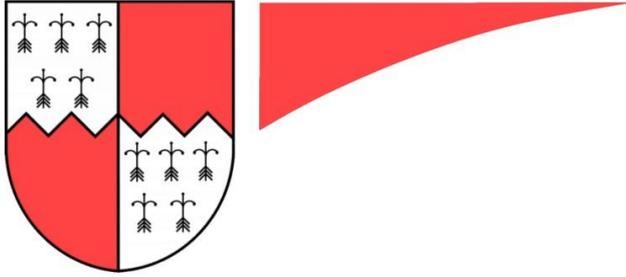


FITZWARYN SCHOOL



# Behaviour Policy

Frequency of Review	Every 1 year
Author	Deputy Headteacher
Approved by	Headteacher
Reviewed	September 2021
Date of Next Review	September 2022 (unless there is a material change)

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## Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Outline our **philosophy**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our approach to **rewards and sanctions**

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## Philosophy

Fitzwaryn School believes that a school should be a place where children and young people learn to respect both themselves and others in a secure, positive environment. We believe that positive behaviour stems from developing a strong sense of self-worth, confidence in individual abilities and good manners. Pupils are to understand the impact of their choices, both positive and negative, on themselves and others.

They are encouraged to take responsibility for their own actions and are supported to show self-control through self-management strategies. The promotion of a positive self-image is integral to our behaviour policy. We believe that this improves development into adulthood and aids security, happiness, the ability to build good relationships and the capacity to learn. We believe that a well-planned and structured curriculum supports this aim, considering the different learning needs and styles of all pupils and students and promoting active involvement and independence.

We believe that high expectations and an understanding of clear boundaries of behaviour, as well as a consistent approach, are essential to the promotion of an atmosphere where learning can take place. We understand that Fitzwaryn School has an important part to play in preparing our pupils and students for the adult world and that our own behaviour towards

them is as important as our expectations of their behaviour towards each other and ourselves. By being positive, consistent, and rewarding good behaviour, we can create an environment in which there is an incentive for behaving well. It is our belief that rewards are preferable to sanctions when working to modify challenging behaviour, however we recognise that sanctions may be a necessary element in some behavioural management programmes. In line with the RAID (Reinforce Appropriate, Implode Disruptive) Model we reinforce appropriate behaviours by noticing 'green' behaviours and reacting in a way that makes them more likely to reoccur, while playing down disruptive 'red' behaviours (ensuring pupils are safe) using individualised strategies and by concentrating on a nurturing approach. Using this proactive approach, we reward positive behaviours in a way that supports the pupils to recognise their achievements.

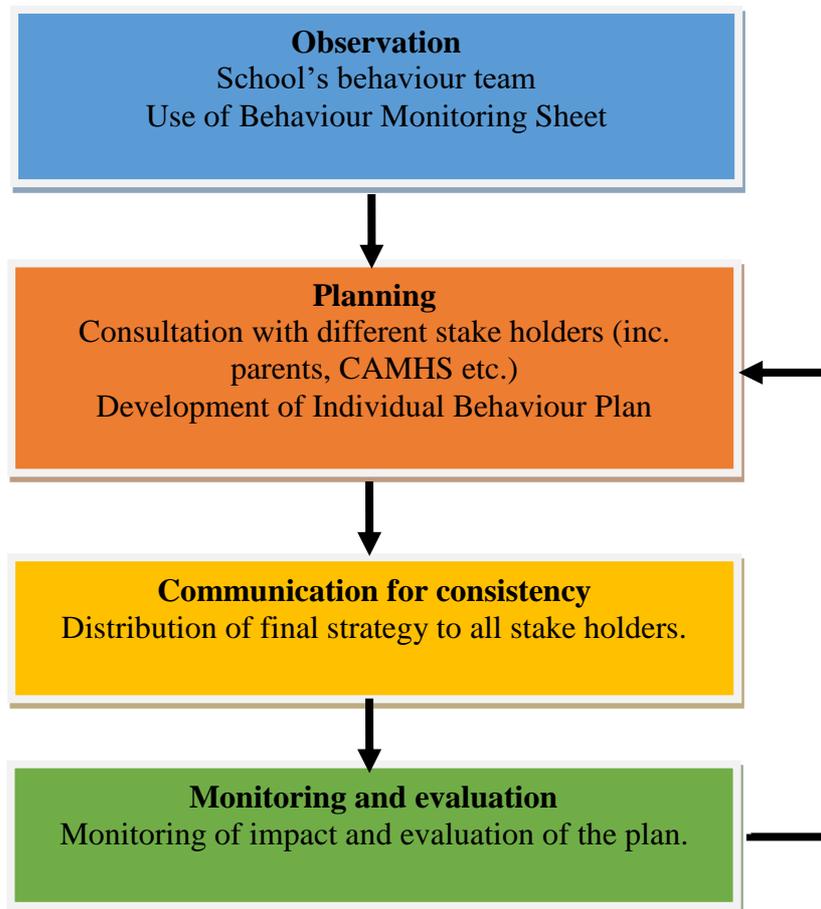
There may be occasions when it is necessary to use some form of physical intervention to fulfil our duty of care. This will always be reasonable and proportionate and be carried out by specifically trained staff. Full details are covered in a separate Physical Intervention policy.

Central to our belief is that there is no challenging behaviour without a reason. All challenging behaviours are a form of communication, and it is up to us as staff to try to understand this communication and support our students to find a better way of communicating. We accept that this will require us to be adaptive, flexible, creative, and reflective when considering and implementing strategies. We therefore aim to provide positive behaviour management training for staff expected to manage challenging behaviour and provide a support system through regular communication with senior leaders. Stage appropriate, rather than age related, strategies will be employed to support pupils in our setting.

## **Practice**

We recognise the importance in carrying out consistent strategies of behavioural management and working with different parties to develop Individual Behaviour Plans (see Appendix 1). Where required, these will be written up and distributed to everyone coming into regular contact with the pupil at school so that maximum consistency can be achieved. Where at all possible, parents/carers will be kept informed and may be closely involved at every stage of planning and implementation. Outside professional's advice e.g., CAMHS will be incorporated where possible. All Individual Behaviour Plans are regularly monitored and updated if required.

We always try to identify why a child is behaving in a certain way and use this as the basis for developing Individual Behaviour Plans. Our practice must be well thought out and our responses based on principled reasons. Therefore, we pay just as much attention to how people around the child are reacting to the behaviour and what is happening prior to it, as we do to the behaviour itself. We begin by observing the pupil displaying challenging behaviour and recording when the undesirable behaviour occurs, what preceded it, staff responses and the impact of these responses using a Behaviour Monitoring Sheet (see Appendix 2). Support is provided from the Behaviour Team within school to devise an approach, which may include putting together an Individual Behaviour Plan if required.



## Roles and responsibilities

### The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour in line with the school's Code of Conduct, within the Staff Handbook.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Strategy.

## Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment are not acceptable and will not be tolerated. Reports will not be passed off as banter or part of growing up. Reports of sexual violence and sexual harassment are likely to be complex and any decisions taken will be on a case-by-case basis in line with [Sexual violence and sexual harassment between children in schools and colleges](#) and through support from agencies such as children's social care and the police as required.

## Rewards and sanctions

### Rewards

Fitzwaryn's policy on everyday management of pupils' behaviour is based on rewarding and celebrating achievement.

We believe that we have a collective responsibility to promote and reward positive behaviour so agree that we will:

- be ready to welcome pupils and students and give clear direction about the daily routines
- adopt a calm, positive, consistent yet flexible approach at all times
- treat all pupils with dignity and respect
- work as a cohesive team to support the specific and different needs of each individual pupil or student.
- plan and prepare meaningful and appropriate activities aimed at meeting the specific needs and learning styles of all pupils and students
- follow the principles of positive behaviour management by encouraging and praising e.g. 'Good sitting' 'good thinking' etc...
- use clear positive language e.g. 'walk', rather than 'don't run'
- set clear boundaries for expected classroom behaviour
- use lots of praise
- reinforce 'wanted' desired behaviours using reward systems appropriate to the pupil/student and minimise attention for or ignore 'unwanted' undesired behaviours
- make the pupils aware of success; this is not just what we say but how we interact with the pupils through tone of voice, facial expression and body language
- share achievements with parents and carers through notes in home-school diaries
- celebrate successes within assemblies

### Sanctions

We believe in taking a proactive approach and therefore aim for our responses to be:

- **Related**

The response is clearly connected to the pupil's behaviour and its function. This relies on staff knowing the child well and that the function of the same behaviour may be different for each child, or even for the same child at different times.

- **Respectful**

Responses need to be given with empathy –by being respectful in tone of voice and body language.

- **Reasonable**

If boundaries are put in place, they must be fair and appropriate for that pupil's level of understanding. Much of this work is embedded in the consistent approaches and teaching strategies used across the curriculum, however there may be specific strategies for both the management and the modification of a range of inappropriate or unacceptable behaviours.

On occasion for a minority of pupils a sanction may be required in response to unacceptable behaviour e.g., work being completed at breaktime. Any sanction used considers the pupil's stage of development and level of understanding.

### Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## **Exclusion**

Whilst we endeavour to support our pupils to make positive choices and support those pupils who display challenging behaviours, occasionally there is a need to exclude a pupil for a fixed period of time. This is known as a Fixed Term Exclusion (FTE). This is usually as a result of a pupil causing harm to other pupils or staff member or where the pupil's behaviour is harming the education of others.

Parents will be informed by telephone by the headteacher, or deputy headteacher if the headteacher is unavailable. A follow up letter will be sent and will be copied to the Chair of Governors, SEN Team, Educational Psychologist Service, OCC Exclusion & Reintegration Service and Locality and Community Support Service (South). Other professionals that may be working with the pupil, such as the Behaviour Support Team or CAMHS will also be sent the letter. Parents will never be asked to have a child at home due to behaviour concerns without a Fixed Term Exclusion.

A Fixed Term Exclusion would usually result in the school requesting support from OCC Exclusion & Reintegration Service, CAHMS and the Behaviour Support Service if these agencies are not already involved with the pupil.

A decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## **Behaviour management**

### **Training**

Training is provided to all staff:

- To ensure that there is a real attempt to understand reasons for and functions of challenging behaviours.
- To recognise that the pupils' learning difficulties and disability may be a major contribution to their challenging behaviour. Therefore, no blame can be attached to the pupil as there is rarely any intention or understanding of the impact of these behaviours on others.
- To ensure that the abilities and needs of each child are at the forefront of any behavioural plan.
- To support all approaches to behaviour support by using the principles of 'human presence, participation and reward' with the rejection of any course of action that could be interpreted as punishment:
  - a) 'human presence' means that pupils will always have the reassurance of an adult presence no matter how challenging their behaviour.
  - b) 'participation' means that pupils' challenging behaviours, wherever possible and appropriate, will be redirected into other activities by persuasion and encouragement.
  - c) 'reward' means that pupils' behaviour will be re-directed in a positive manner and so lead to a desire on the part of the pupil to re-engage in acceptable behaviour.

- To develop strong attitudes of self-worth and respect for others through a curriculum rooted in the pupils' specific needs and using integrated working with therapists to ensure a consistent approach is achieved.
- To ensure that appropriate strategies are held within a Behaviour Plan for those pupils who habitually display behaviours which challenge, in consultation with relevant members of the multi-disciplinary team (including CAMHS), school staff and parents.
- To ensure these programmes are shared and discussed with all staff working with that pupil regularly and are monitored and updated as necessary.
- To train staff to be skilled at using physical handling techniques when it is necessary to do so. All staff completed TEAM TEACH training. This is refreshed every 24 months.
- To encourage thinking around the use of skills taught in line with TEAM TEACH principles and to support staff to be confident about using their professional judgement to use all skills in the best interest of the pupil.

Behaviour management will also form part of continuing professional development.

### **Physical Restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property
- Significant disruption to the good order of the school

Or in response to a known trigger.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Be in the best interests of the pupil
- Be reasonable, proportionate, and necessary
- Never be used as a form of punishment
- Be recorded and reported to parents

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Recording and Reporting**

### Behaviour Plans (Appendix 1)

Behaviour Plans are in place for all pupils that require or have required RPI (Restrictive Physical Interventions). The aim of these is to identify what a pupil's behaviour may be communicating and what support can be provided using a staged approach. These are shared with parents and relevant agencies. Information from external agencies will support individual Behaviour Plans.

### Behaviour Monitoring Sheet (Appendix 2)

Behaviour Monitoring Sheets are used when observing a pupil displaying challenging behaviour and recording when the undesirable behaviour occurs, what preceded it, staff responses and the impact of these responses.

### Incident Sheet (Appendix 3)

In the event of an incident which requires a RPI (Restrictive Physical Intervention) or a serious incident an Incident Sheet is completed, and a record is made in the Accident Book (Bound and Numbered Book). Parents are informed through the Home-School Book/Diary or via a phone call within 24 hours. A copy of the Incident Sheet is also sent home.

### Listening and Learning Sheet (Appendix 4)

Following an incident which required a RPI (Restrictive Physical Intervention) or a serious incident, when the pupil is state to discuss what happened, a Listening and Learning Sheet is completed. This is then kept with the Incident Sheet.

### Racist Incident

Any racist incident is to be recorded on CPOMS and reported to DSL (Designated Safeguarding Lead) or a DDSL (Deputy Designated Safeguarding Lead) at the earliest available opportunity.

### Bullying

Any incident of bullying, including cyber-bullying is to be recorded on CPOMS and reported to the DSL or a DDSL at the earliest available opportunity.

## **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child Protection Policy
- Anti-bullying Policy

**Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and governing body annually. At each review, the policy will be approved by the headteacher.

## Appendix 1: Individual Behaviour Plan

### \_\_\_\_\_ Green Strategy

<b>Support Strategies</b> The things we can do to keep _____ in the green for as much time as possible.	<b>Behaviour</b> What _____ does, says and looks like that gives us clues that they are calm and relaxed.

### \_\_\_\_\_ Amber Strategy

<b>Support Strategies</b> The things we can do or say to stop the situation escalating further and return to green.	<b>Behaviour</b> What _____ does, says and looks like that gives us clues that they are anxious or aroused.

**Red Strategy**

**Support Strategies**

The things we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.

**Behaviour**

What \_\_\_\_\_ does, says and looks like when they are challenging.

**Blue Strategy**

**Support Strategies**

The things we can do or say to support \_\_\_\_\_ to become more calm and return to the green stage.

**Behaviour**

What \_\_\_\_\_ does, says and looks like that tells us they are becoming more calm.

**Appendix 2: Behaviour Monitoring Sheet**

Activity Engagement Tracker

Name: _____	Class: _____	Date: _____
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Strategies			
1		6	
2		7	
3		8	
4		9	
5		10	

<u>Time/Adult Supporting</u>	<u>Activity/Location</u>	<u>Mood</u>	<u>Strategy used</u>	<u>Effective?</u>
<p style="text-align: center;"><u>Outcome</u></p> <p style="font-size: small;">Describe any behaviour that has challenged. What happened before the behaviour, describe the behaviour</p>			<u>Function</u>	
			Gain attention    Escape attention	
			Gain item            Escape item	
			Gain sensory        Escape sensory	
<u>Outcome</u>			<u>Function</u>	
			Gain attention    Escape attention	
			Gain item            Escape item	
			Gain sensory        Escape sensory	

Appendix 3:



Name of pupil:  
Class:  
Date of incident:  
Time of incident:  
Location of incident:

**Reason for the intervention (please highlight)**

- Immediate danger to pupil
- Immediate danger to staff
- To avoid damage to property
- Significant disruption to good order of the school
- To prevent or disrupt a criminal act
- In response to a known trigger

**Prior to the incident**

How did the incident start? Were there any triggers?

**During the incident**

What happened? What actions did staff take? How did the incident end?

**De-escalation techniques used (please highlight)**

- Verbal advice and support
- Reassurance
- Distracting
- ignoring
- Limited choices offered
- Other .....
- Symbol support (e.g. Now and Next)
- Changing face
- Change of environment
- Time out
- Planned
- Choices and consequences

**Level of behaviour seen (please highlight)**

**Level 1a**

- Refusal
- Screaming/shouting
- Banging furniture/objects through frustration
- Defiant posturing
- Non-compliance
- Invasion of personal space
- Dropping to floor
- Throwing objects
- Swearing

**Level 1b**



**Appendix 4: Listening and Learning Sheet**

Listening and Learning Recording Form

Name of pupil involved: \_\_\_\_\_.

Day, date and time of incident (24 hr clock): \_\_\_\_\_.

Name of person who listened and learned with the pupil: \_\_\_\_\_.

Name of persons involved in group discussions: \_\_\_\_\_.

Has a one to one discussion taken place after the incident?    ✓ or X

Have group discussions taken place after the incident?    ✓ or X

Have any Team-Teach related difficulties been discussed?    ✓ or X

Is further support required from a Team-Teach tutor?    ✓ or X

Have staff received support for personal issues related to the incident?    ✓ or X

Is further personal support required?    ✓ or X

Details of One to One discussions should be recorded within staff supervision notes. General non-confidential notes in relation to the incident and any issues arising may be recorded below.

Issues:

Signed:

Pupil voice listen and learn

LISTEN, LINK, LEARN.

LISTEN

This happened. ....

LINK

I felt...

LEARN

If I feel like this again  
I can....

LEARN

To help me  
next time

Any other comments: