

*'Where a love of learning grows'*



**Birch Wood  
School**



**Birch Wood  
Vale School**



**Birch Wood  
Autism Provision**

# **Positive Behaviour for Learning Policy**

**School Name:** Birch Wood School

**Policy owner:** Rosalind Hopkins

**Date Ratified by Chair of Governors:** September 2012

**Review Date:** January 2023

**Next Review Date:** January 2025

# Behaviour Principles

## Governors' Written Statement of Behaviour Principles

This statement was approved by the Governing Body. It will be reviewed every 2 years in line with the school's Positive Behaviour Policy.

### Rationale and purpose

- This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, January 2016).
- This is a statement of principles, not practice: it is the responsibility of the Head teacher to draw up the school's behaviour policy, though these principles must be taken into account when formulating this. The Head teacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Head teachers and school staff (January 2016)
- The Behaviour Policy is publicised to staff and families on the school website.

### At Birch Wood School we aim to:

- Encourage pupils to become independent, responsible, accepting and caring people with respect for the beliefs and values of others.
- Promote all aspects of each pupil's development, preparing them to make a positive contribution to society and to have an understanding of their rights and responsibilities as citizens.
- To develop pupil's social, communication and self-management skills.

### Key beliefs and ethos for behaviour

The Governors at Birch Wood School strongly believe:

- Children and young people want to behave well.
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- With the right support and intervention children and young people can learn to improve their behaviour and manage well.
- All of our children have learning difficulties which impact on how they learn to behave.
- Birch Wood School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010).
- People involved in writing this policy: Senior Leadership Team, Birch Wood School staff and School Governors
- People involved in consultation process: Senior Leadership Team, all teaching and support staff, and Designated Lead's for Child Protection, Autism Lead and School Team, Family School Link Worker, Health and Wellbeing Team
- Display/availability: Policy folder on shared drive and website

## Policy Objectives

### At Birch Wood we aim to:

- To provide guidance for staff, parents, governors and other stakeholders on how we keep children and young people safe.
- To provide a framework for our collective beliefs around human behaviour as it relates to children and young people.
- To provide an inclusive model for our understanding of behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.
- Promote all aspects of each pupil's development, preparing them to make a positive contribution to society and to have an understanding of their rights and responsibilities as citizens.
- Encourage pupils to become independent, responsible, accepting and caring people with respect for the beliefs and values of others.
- To develop pupil's social, communication and self-management skills. **Related**

### **Policies and Guidance:**

- Staff Disciplinary Policy
- Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Educational Trips and Visits Policy
- E-safety Policy
- Mobile Phone and Device Policy
- Complaints Policy
- Acceptable Use
- Allegations against staff
- Anti-Bullying
- Attendance
- Health and Safety
- Whistle-blowing
- Absconding/going missing Policy

### **KEY BELIEFS and ETHOS for Behaviour**

#### At Birch Wood School we believe that:

- Children and young people want to behave well.
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- 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 of our children and young people are at different stages of the developmental process.
- All of our children have learning difficulties which impact on how they learn to behave.
- All adults can learn strategies to support young people to improve their behaviour.

- As a school we strive to understand the impact of trauma on all students, staff, and families and create an environment that is supportive of physical, emotional, and mental wealth

*What's good behaviour? Well, that's obvious isn't it? Good behaviour is sitting still, doing what you're told, speaking when you're spoken to and generally following instructions. And that's great, except for the fact that pupils are in school to learn, not to behave.*

The Guardian, February,  
2012

## **A. KEY BELIEFS AND ETHOS EXPLAINED**

We believe that children and young people want to behave well. We believe that our children and young people are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community.

### **1. Positive relationships and Positive Behaviour for Learning**

Adults can support children and young people by developing the quality of their relationships with themselves, each other and the curriculum. These relationships are crucial. Each adult is a significant adult for our children and young people.

Supporting Positive Behaviour for Learning is the result of the designated teacher or staff's commitment and dedication to building positive relationships with groups of pupils and with each individual pupil within the group. Pupils are more likely to adopt Positive Behaviour for Learning habits if the teacher/staff is able to demonstrate respect for each pupil and their individual needs and preferences by investing time in building those relationships.

### **2. Behaviour and Communication and Positive Behaviour Support**

How children behave gives us important information about how they are feeling. A Positive Behaviour Policy supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately. Children with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs and levels of stimulation and engagement.

### **3. Children and young people can learn to improve their behaviour.**

Children and young people at Birch Wood School may find learning difficult; learning new behaviour is a task, just like learning to read or write. As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours. Most of our children and young people learn in small, incremental steps over a very long period of time.

### **4. Mistakes are part of the learning process.**

**We don't make a judgement about it** – instead we support our children and young people to get it right. All adults can learn strategies to support children and young people to improve their behaviour. Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning. At Birch Wood School we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children, and to think about ways of responding to challenging behaviour in

a non-judgemental and supportive way. This can be very difficult especially if a child is aggressive or targeting others in a focused way.

As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond. (Lead professionals, Coaching, Educational Psychologists, CAHMS, etc)

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development through coaching and mentoring, reflective practice and peer support to improve performance and professional competence.

## 5. Restorative Practice

*Restorative practice* is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making.

<http://www.iirp.edu/what-is-restorativepractices.php>

The fundamental premise of restorative practice is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things *with* them, rather than *to* them or *for* them.

Restorative practice includes the use of informal and formal processes that proactively build relationships and a sense of community to promote good behaviour and self-discipline. These processes are most clearly evidenced in an approach to inappropriate behaviour that seeks to acknowledge responsibility for the harm caused, identifies how people are affected, and promotes the repair of relationships.

In schools, the use of restorative practices has been shown to reliably reduce inappropriate behaviour, bullying, violence and crime among pupils and improve the overall climate for learning.

## 6. Pupil Voice

*A 21<sup>st</sup> Century School] engages and consults pupils in the school, not just on their own learning and additional needs, but also on issues related to the school as a whole;*

21<sup>st</sup> Century Schools: A World-Class Education for Every Child. DCSF 2008

Pupil Voice is a framework for more meaningful pupil engagement in schools. Pupil Voice provides pupils with systems and structures to enable them to contribute to school policy and practice and have a genuine role in designing their learning environment and curriculum on the premise that when pupils are more actively engaged *in* the system, they are more likely to actively engage *with* the system.

## **7. Token Economy**

A token economy is the awarding of tangible tokens as positive reinforcement to pupils for completing tasks or adopting positive behaviour for learning habits. The basic principle is that a pupil earns a certain number of tokens by engaging in desired behaviours (called “target behaviours”) and can then exchange these tokens – effectively using them as payment, which in turn reinforces positive behaviour. A Token Economy based reward system is predominantly utilised at our secondary BWV Site and within Ashton House, our secondary Autism Provision. Adapted versions of Reward Systems are used across our school, each of which is tailored to the needs and understanding of the class/individual.

## **8. Trauma Informed**

Birch Wood is a trauma informed school. As a school we have adopted practices and policies designed to create a safe, supportive and emotionally secure educational environment for students who have experienced trauma. This includes a comprehensive system of awareness for all staff and a robust Therapy and Intervention Team, who deliver targeted interventions to promote healthy behaviours, reduce mental health issues and ensure successful academic outcomes. As a Trauma informed school, we recognise the importance of a child’s environment in their ability to heal and succeed. Through the implementation of evidence-based practices, Birch Wood School is an environment that is trauma sensitive, mindful of the impact of trauma, and promotes healing. As a school we strive to understand the impact of trauma on all students, staff, and families and create an environment that is supportive of physical, emotional, and mental wealth.

### **This policy outlines the school’s expectations of staff:**

- To maintain accurate and up to date pupil records;
- To engage in on-going professional development to ensure their knowledge of pupils’ identified needs, including autism, along with developments in behaviour support techniques, including physical interventions, are up to date;
- To record and report incidents of inappropriate behaviour;
- To establish strong, positive relationships with pupils, parents, carers, staff, governors and involved agencies;
- To communicate effectively and appropriately with pupils, using appropriate methods for individual pupils;
- To adopt non-confrontational approaches;
- To work within the Birch Wood key beliefs and ethos as outlined above and within the physical intervention training delivered through the ‘Engage Disengage Reengage’ (EDR) approach to behaviour ([edr-pb4l.co.uk](http://edr-pb4l.co.uk));
- To operate within a legal framework and ensure the safety of all;
- To contribute to behaviour analysis, hypothesis setting, developing behaviour strategies and interventions, and planning and reviewing behaviour support plans (BSPs);
- To carry out strategies and interventions set out in Positive Behaviour Support Plans (PBSP) and other pupil documents such as Education, Health and Care Plans (EHCP).

## B. THE QUALITY OF OUR PROVISION

### Training

As part of their induction, all new staff will receive training delivered by experienced behaviour experts within the school's staff team on the law, current government guidance documents and the Duty of Care. This will ensure all staff understands the legal framework within which they operate.

This Positive Behaviour for Learning Policy will be reviewed every two years and each year all staff will be briefed on revisions made in response to changes to legislation or guidance.

### Engage Disengage Reengage (EDR)

Engage Disengage Reengage (Appendix 1) is a positive behaviour for learning training model developed within 6 special schools in Leicestershire and led by Maplewell Hall School.

The Engage Disengage Reengage training model ensures that all staff have access to up to date, relevant training, designed specifically for our workplace and the particular needs of our pupils and staff.

## C. MEETING NEEDS

*At Birch Wood we do not believe in sanctions or punishment.*

**Every child and young person is an individual, with varying needs and preferences. What is outlined below are the preferred strategies which are in line with Birch Wood's overarching ethos. Children with profound and complex needs will need a personalised approach to behaviour support and consideration must be given to sensory needs and levels of stimulation and engagement. Personalised learning approaches ensure that we meet each child or young person at his/her point of development. If we are able to meet each child at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop.**

### 1. Supporting Pupils Learning

**Staff will support Pupils learning through:**

- Accurately assessing the child or young person's needs through observation, evidence gathering and analysis – so that our lessons and interventions are well informed and planned.
- Plan to meet the child or young person's range of learning needs specific to the plans drawn up by their professional group, eg equipment, staffing, sensory needs
- Support the child to develop high levels of resilience and have high expectations for every child for now and for in the future.
- Support children and young people to develop high self- esteem, so that they believe that they can succeed.
- Prepare to deliver engaging, accessible and meaningful lessons and learning opportunities.

- Plan lessons and activities that encourage co-operation and group work.
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the child to do.
- Know what motivates each child or young person.
- Praise pupils for their efforts, not their skills using positive growth mindset principles.
- Invest time to allow children to practise and make mistakes.
- Where appropriate, include the children and young people in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment).
- Give the child or young person feedback on progress in a supportive way that makes sense to them, focusing particularly on their efforts and what they need to do to make further progress.
- Praise the children and young people for their specific effort and achievements, ie descriptive praise and do this often.
- Work in close partnership with parents and carers.
- Actively teach the children and young people behaviour for learning.

## The Learning Environment

- An organised and tidy classroom environment encourages Positive Behaviour for Learning.
- All equipment should be stored away when not in use.
- Cupboards and drawers should be labelled to help staff and pupils find the equipment they need.
- Broken or faulty equipment should be put away out of reach whilst awaiting repair or replacement.
- Equipment that could be used as a weapon, such as scissors, should be kept in secure storage and counted in and out at the start and end of lessons.
- All lessons, equipment used and the rooms and spaces lessons take place in should be risk-assessed.
- The class teacher/timetabled teacher is responsible for ensuring appropriate risk assessments are in place.
- Displays should be kept up to date.
- Where appropriate, specific rules for learning areas should be clearly displayed and these should be in a format that is appropriate for all pupils.
- The layout of desks should allow for safe movement around the room, with exits kept clear.
- There should be at least one work area for single pupils away from the others.

## 2. Building Relationships

### To foster successful, *enabling* relationships we need to:

- Actively build trust and rapport – they have to be earned: they're not given.
- Demonstrate our belief in pupils, it supports them to succeed. (**high expectations**)
- We treat children and young people with dignity and respect at all times, eg by saying 'thank you'; by communicating carefully and clearly in a way that is accessible to them and their current level of need.



- Adults should listen respectfully to the child or young person, and make a judgement about how/when to respond.
- Invest in your relationships with the children and have fun together.
- Demonstrate through their body language that school is a good place to be
- Consider what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify.
- See things through, eg consequences in place as a response to particular behaviours, both desirable and undesirable.
- Keep our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly about why this has happened.
- Identify the strengths in the child or young person – identify these with the child and build on it. If a child is not able to do this, advocate for the child within the team or professional group.
- Apologise if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect.
- Name and manage your own emotional reactions to children and young people's behaviour, i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person.
- It is important to resolve difficult feelings about children's behaviour – it is unhelpful history. Focus instead on getting it right in the future.
- Quietly but firmly hold appropriate boundaries for the children and young people.
- Seek support from wider professional networks to problem-solve challenging behaviour.
- We are always respectful to children; we do not talk about them over their heads or in front of other children.
- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them.

### **3. Scaffolding**

Scaffolding – by this we mean all the things we do to support our children and young people to manage their own behaviour successfully. The scaffolding rules support positive behaviour.

They should be:

- Few in number
- Where developmentally appropriate, agreed with children and young people
- Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories etc
- Stated in the positive – things we are going to do
- Regularly referred to by all staff with children and young people
- Appropriate to the activity and developmental range

## **The scaffolding consists of:**

- Accessible modes of communication
- Clear and realistic expectations
- Rules and Expectations- see below
- Routines – see below
- The language of choice- see below
- Rewards and consequences – see below
- **Reparation** and reflection wherever possible and appropriate- see below
- Descriptive praise – see below
- Fair and predictable responses to both negative and positive behaviour.

## **Routines**

Routines support our children and young people by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our children and young people. Routines also support behaviour for learning.

Staff should support routines by applying school and classroom rules consistently to themselves, as well as to the pupils, this includes arriving on time and meeting and greeting pupils at the door before a timetabled lesson (Birch Wood Vale)

## **The Language of Choice**

This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad. We use specific descriptive praise when we see them making a good choice – we can never do too much of this. We link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases children and young people's sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence
- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them.

In doing these things we are meeting children and young people's needs:

## Rewards and The Token Economy

We believe that pupils at Birch Wood School need to have immediate and regular reinforcement of Positive Behaviour for Learning. In addition to the token economy (see below), pupils should be rewarded as often as possible in other ways.

We are also committed to ensuring that children and young people develop and enjoy an intrinsic motivation towards learning. This intrinsic motivation will occur when students are engaged because of internal rewards, like **a love of learning**. We believe that students can learn to value learning for its own merits, regardless of any external factors.

Staff should be on the lookout for opportunities to praise pupils and be creative in the rewards that they offer. Rewards will often be linked to specialist interests particularly for those pupils with autism.

- Descriptive praise
- Symbolic rewards
- Communication with parents and carers to inform them of the behaviour or achievement (including praise postcards, texts, calls or letters)
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities (eg sensory room, choosing time)
- They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

## Token Economy at Birch Wood Vale School

To facilitate regular re-enforcement of positive behaviour for learning Birch Wood Vale operates a token reward economy. Pupils can be awarded a silver star 'Caught doing the right thing' token for effort and engagement within the school community. Silver star tokens can be awarded by any member of Birch Wood Vale staff, including supply staff and volunteers.

1 Silver Star= 4 points

Birch Wood Vale expectations, which outline our Birch Wood Vale rules for learning are:

### The Birch Wood Vale Expectations for Learning

- 1. Be ready to learn**
- 2. Be polite and show respect to everybody**
- 3. Always try your best and take responsibility for your learning.**
- 4. Stay on task, be resilient**
- 5. Reflect on how you can improve your learning.**

These are based on and adapted from 'Building Learning Power' (BLP) principles as supported by the work of Prof. Guy Claxton, "*Building Learning Power is an approach to helping young people to become better learners, both in school and out.*" Therefore we believe that the core purpose of education is to prepare young people for life after school; to get them ready, "*Not just for a life of tests, but for the tests of life.*" Art Costa.

At the end of the lesson, teachers should use their professional judgement to decide if the pupil has largely fulfilled these expectations. Staff should be advising pupils of their points throughout the lesson.

Reminders on expected behaviours are displayed in classrooms to support pupils in making positive choices.

First point

- I am settled and I am ready to learn.
- I have started my work.

Second point

- I am on task.
- I am getting on well. I am pushing myself

Third point

- I have listened well.
- I have got on and completed my work

Gold Star (4 points)

- I have pushed myself and worked very hard.
- I have worked well on my own and asked if I am not sure.

Platinum star = 5 points, exceptional effort over a period of time.

These are awarded by SLT for outstanding effort in the following areas. Class teachers/staff can recommend a pupil for a platinum star token:

- Outstanding effort within the community
- Consistently outstanding and having a hard-working approach to lessons on a regular basis.
- An outstanding project or piece of coursework.
- Regularly helping others and being kind member of the community

Points are recorded each day by a member of the class team.

Each tutor group will have a banking system within their tutor team to collect their individual tokens. The use of tokens which are tangible create a visual presentation of pupil's effort. They also provide an opportunity for pupils to develop financial understanding.

**Very personalised and class-based approaches based on the guidance and ethos outlined above may be considered and are more applicable to Grange Drive Site pupils.**

## D. NEGATIVE BEHAVIOUR

**Our response to negative behaviour may depend on the pupil's individual needs. Therefore we should always take a personalised approach, following the pupils PBSP and school ethos for behaviour.**

Negative behaviour may include, but is not restricted to:

- Not taking part in a planned activity;
- Knowingly distracting others;
- Talking over the top of the teacher or designated speaker;
- Damaging property;

- Swearing;
- Defacing or destroying work;
- Being late for, or leaving lessons early;
- Ignoring or excluding others;
- Insulting or bullying behaviour;
- Discriminatory behaviour;
- Sexualized behaviour;
- Acting aggressively towards people;
- Absconding; and
- Acting in an unsafe manner.

The behaviour of children and young people in any lesson is the responsibility of the timetabled teacher/member of staff, or in their absence, the designated cover teacher.

Children and young people across the school will be encouraged to recognise that inappropriate, disruptive and dangerous behaviour is not acceptable and that staff will consistently reinforce this message by addressing such behaviours during lessons and at social times. Equally staff should give minimal feedback for low level undesirable behaviours.

Whilst there must be consistency in terms of all teachers challenging concerning behaviour, the methods that teachers employ will be suitably differentiated to take account of the level of risk, the pupil's individual needs and abilities, and the context within which the behaviour is taking place.

Where pupils have Behaviour Support Plans (PBSP) or Risk Assessments (RAs) in place, the timetabled teacher must ensure that they are familiar with the details of such documents, follow the strategies they outline, and regularly contribute new information to them through the pupil's pastoral class teacher, form tutor and support staff.

### **Communicating Expectations and Choices**

If pupils begin to display inappropriate/challenging behaviour in a lesson, the teacher's first communication with the pupil will go a long way to determining how the behaviour will evolve. For many pupils, well judged, timed and delivered verbal communication of expectations and choices vastly improves the chances of the pupil choosing to adopt positive behaviour for learning.

Below is a suggested list of communication strategies for pupils which can support Positive Behaviour for Learning. These strategies are part of the EDR approach which Birch Wood endorses:

- **Ask if they are OK** - Sometimes we don't need to challenge the behaviour at all. Simply acknowledging that teachers have spotted the pupil is off-task is enough to get them back on track. Asking if they are OK implies that the inappropriate behaviour is not the pupil's fault and is instead down to any number of environmental factors: They are hot, tired, don't have a pen, can't see the board etc. Pupils know they've been noticed, and teachers know they know. Clarify that they understand what they should be doing, resolve any environmental problems and walk away. Sometimes teachers can achieve the same effect with eye contact and a thumbs up;
- **Smile** - When attempting to support pupils' Positive Behaviour for Learning, the outcome of any dialogue can be influenced by our body language. Rush in with a raised voice, a frown, or a pointing finger and pupils' fight or flight responses may be triggered. Wearing a smile conveys the impression that there is no conflict and it keeps open the possibility of recovery and repair;

- **Blame yourself** - It's very easy to blame pupils for their behaviour but it can be very disarming if teachers take that blame on themselves: "I'm sorry, I haven't explained myself properly. Let me try again." It's hard for pupils to be confrontational with you when you are taking the blame for their difficulties;
- **Take-Up Time** - Our pupils take longer to process language. This is a consequence of their general or specific learning difficulties. After giving an instruction or making a request, allow plenty of time for pupils to process your words. Tell them they have time to think. Come back when the allotted time is up and re-check. If they still haven't got it, repeat, rather than rephrase the message – otherwise, they may well have to begin the whole process again;
- **Assume Compliance** - Standing over someone and watching that they carry out your instructions is confrontational and shows that you don't trust the pupil to make the right choice. To save face in front of peers, pupils may feel obliged to hold out against teachers and refuse. Instead, deliver the message and walk away: Show them you trust them. You can always come back to check later;
- **Thank You** - If you say 'please' after a request, the implication is that the pupils have some kind of choice – they can agree to follow the request or refuse, potentially paving the way to a confrontation. Instead, deliver the message and end with Thank You. Subliminally, teachers are showing that they expect the pupil to comply; another sign that they trust them;
- **Keep It Short and Simple** - Our pupils have a wide range of general and specific learning difficulties that compromise their ability to process language. This is further impaired when they are under stress as the language processing part of a human brain is adversely affected when in flight or fight mode;
- **Say Their Name** - It's polite but it also makes it crystal clear who teachers are talking to, ruling out any opportunities for pupils to duck out of things by saying, "I didn't know you meant me." It's also really helpful to our ASD pupils, who may find the non-verbal cues too difficult to pick up on and genuinely aren't aware when you are talking to them;
- **Parallel Praise** - Jumping on inappropriate behaviour is draining for everyone. Teachers quickly get worn down by it: So do pupils. Use Parallel Praise to redress the balance a bit. Instead of telling a pupil what they are doing wrong, pick on a pupil who is doing it right, and tell them;
- **Descriptive Praise** supports behaviour for learning. If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, eg *'I liked the way you came the first time I asked.'* *'I noticed how kindly you supported \_S\_. Thank you.'* *'Thank you for returning to the activity so promptly.'* We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language and part of our growth mind-set ethos.
- **Offer Choices** - It's important that pupils have clear choices. This might be a choice between taking part and having a consequence. The choice needs to be delivered simply and factually. Allowing pupils to come to their own decisions helps develop an important skill and lets them take some responsibility for their behaviour. Instead of becoming confrontational in response to teachers' threats, many pupils will simply make the right choice if it is presented to them clearly;
- **Acknowledge the Excuses** - When teachers challenge an inappropriate behaviour, pupils' will often reply with an excuse; "I was only..." This is a secondary behaviour and is an important method a pupil will use to save face. We don't need to respond to it as this will almost inevitably lead to conflict. Instead teachers should build their responses around "Yes...and." The "Yes" acknowledges their excuse; the "And" introduces the teachers' requirements. "Yes, you were just putting that in the bin, and I need you to be sat at your desk."

- **Reflection Time** - If pupils have become distressed and said some wildly offensive things, is it reasonable that they apologise there and then? And if they do, how meaningful is that apology? Allowing them time to reflect will make any restorative work more meaningful and avoid the conflict;
- **Stay Calm** - Pupils will sometimes respond to teacher's directions with the, "You can't make me" response. Again, it is an example of a secondary behaviour and is likely to lead to an escalation in the situation if teachers try to prove them wrong with ever increasing threats of consequences. The truth is teachers can't physically make them do anything: Society works on the principal that most people will make the right choices, especially if they are positively incentivised. Teachers should acknowledge that they are right to say they can't be made to do something, clarify what you expect them to do anyway, and walk away;
- **Clock Watch** – If you have gone through the full range of strategies and you are sure the pupil knows what the expectations and choices are, sometimes the most appropriate strategy is then to acknowledge the time, give pupils a short timescale to get back on track and explain that missed time will be made up. Made up time can be at break, lunch or after school, but teachers should talk about it as a consequence of their choices rather than as a threat.

#### **In summary:**

Use the '3 D's':

- De-escalate
- Defuse
- Distract

#### **Diversion and Distraction**

If staff are proactive and engage with pupils who are at risk of behaving in a challenging or inappropriate way before the behaviour escalates, then diversion and distraction strategies can be very effective. They are particularly effective at social times.

Diversion and distraction strategies include:

- Changing the topic of a conversation;
- Commenting on or pointing to interesting features in the environment;
- Changing location;
- Ending an activity and starting a new one;
- Introducing new people to the group; and
- Asking questions about previous shared positive experiences.

#### **Escalating Behaviour**

Even the most skilled communicators will find that on occasions pupils will not be able to comply with rules and requests, and will continue to display inappropriate and challenging behaviour.

Challenging and inappropriate behaviour can interfere with others learning and also presents a learning opportunity in itself and therefore should be addressed.

## Restorative Conversations or Post Incident Learning

Young people often need time and support to consider their actions and where things may be going wrong. Often with time, without an audience and with adult support young people can learn to make the right choices and be supported to “make good”.

Once teachers have exhausted the strategies above, the next step in the process for re-establishing positive behaviour for learning would be to host an informal restorative conversation or take part in some post incident learning opportunities. Often this is not possible during the lesson or cannot happen immediately because the pupil may need some reflection time as outlined above.

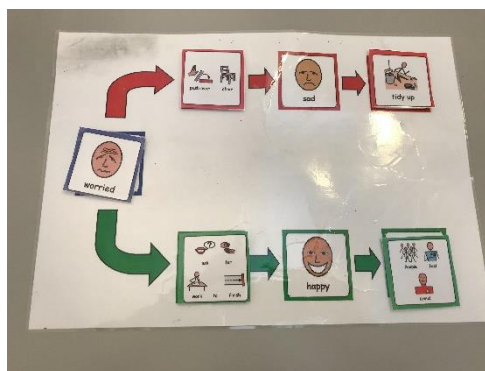
Dependent on the pupil’s communication needs and ability Birch Wood pupils will be provided with opportunities to have a ‘Restorative Conversation’ at an appropriate time. A Restorative Conversation is simple in its framework. It is a calm and open space where the following questions are asked of the pupil. These may be adapted in light of the pupils varying communication abilities and understanding.

- “What happened?”
- “What were you thinking about at the time?”
- “What have you thought about since the incident?”
- “Who do you think has been affected by your actions?”
- “How have they been affected?”

Where appropriate pupils are provided with differentiated, visual Post Incident Learning tools which allow them to consider and reflect upon an incident using a Red Route and a Green Route system. This system initially encourages them to consider the incident and place it on the Red Route (negative behaviour) and consider the negative consequences to that behaviour.

- How I was feeling (my feeling)
- How I responded (my behaviour)
- How this made others feel (feelings of others)
- The consequences of the behaviour

After completing a visual (symbolled) Red Route the students are then supported to consider the Green Route (positive behaviour) and consequences to that behaviour. The Green Route uses the same statements as above but pupils are supported to consider a different, more positive response (behaviour) and the possible consequences of this. This system allows pupils to reflect on how their behaviour could be changed in order to gain more positive outcomes for everyone.





## Reflection Meeting

If the restorative conversation or post incident learning have not fully resolved the situation, it may be appropriate to hold a 'Reflection Meeting'. These engage the help of a more neutral member of staff. Teachers should seek support from colleagues or the pupil's Form Tutor/class teacher.

Pupils can be helped to make appropriate choices when they have a chance to reflect and where appropriate verbalise their thoughts and emotions. Identifying who is being affected and how in a less confrontational setting is part of this reflection process and supports reparation.

Support staff may also be called to hold a restorative conversation or reflection meeting. Many pupils benefit from these conversations being communicated visually as a comic-strip conversation or social story for future reference.

## Reparation

Reparation means repairing relationships, or 'making good' in some way. We believe that children and young people should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the child or young person's mind on the punishment, rather than what s/he did. This frequently leads to children and young people feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the other person(s) involved/affected. Even children with complex difficulties can be supported to repair: we can't make assumptions about what children feel. Unresolved difficulties can make children and young people very anxious and this can cause behaviour to escalate or become habitual.

Example: Behaviour Consequence

*Child or young person disrupts activity or behaves in a way that makes other children feel unsafe.*

**Action:** *Child or young person has a break. Child or young person is supported by an adult to consider their behaviour (Reflection). Child or young person apologises to the group, for his/her specific actions and carries on with the activity. (Reparation)*

It is important for our children and young people to clearly link a specific behaviour with its consequence. The consequence needs to be a natural/logical consequence, which makes sense to a child. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this child or young person to manage?

## Interventions

Interventions are an effective tool when supporting children and young people to avoid inappropriate or challenging behaviours. Interventions are a positive and proactive way to explore emotions, build resilience and encourage appropriate social interaction. They can support young people to develop communication strategies or self-regulation skills. Pupils can be recommended for an intervention based on the information in Behaviour Watch which is analysed by the ELT/SLT on a weekly basis, or via a Request for Involvement form completed by the form tutor. Requests for Involvement forms are then reviewed by the Birch Wood Therapy and Intervention Team (a multi-professional team which includes Educational Psychologist, Speech and Language therapist, Counsellor, Occupational Therapist etc) and as a result of this review/conversation, appropriate interventions and/or therapies are introduced.

## E. CHILDREN AND YOUNG PEOPLE WITH EXCEPTIONAL BEHAVIOURAL NEEDS

The majority of children and young people at the school will respond positively when staff work within these guidelines but some of our children and young people need additional support to learn to manage their behaviour. We do this by:

- Working in line with this Policy
- Putting in additional scaffolding, tailored to the specific needs of each child or young person.
- Working with the EDR Behaviour Expert Team and the Therapy and Intervention Team within school.
- Multi-agency review
- Observations in a range of contexts, including home visits
- Medical investigations to ensure that the pupil is not in pain or unwell
- Making the routines/strategies more detailed
- Drawing up a Risk Assessment and PBSP detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parent and other staff
- Drawing on additional resources from beyond the school, eg CAHMS, EP support, Disabled Children's Team and medical specialists.
- Parental and family support to implement changes in strategies

Some young people 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 jointly with the parents and carers and the Multi Agency Support Team, The Local Education Authority and external agencies.

### 1. Serious Risk Behaviours

Serious Risk Behaviour is behaviour that presents a risk of physical or emotional harm to pupils or staff, or that risks significant damage to property.

If, despite all attempts to divert, distract and de-escalate, described above, behaviour becomes serious, the teacher/staff member needs to take charge of the situation calmly and assertively to manage the risks appropriately. In such situations, the teacher/staff member may need to employ some or all of the following strategies:

- **Direct the pupil to leave the room and go to a safe place** – The safe place/quiet place may be identified on pupil's planning documents or it may be an impromptu location. Directing the pupil to a specific location is an important aspect of this strategy as it helps to ensure the teacher fulfils their duty of care obligations. The timetabled teacher is still responsible for the safety of the pupil even after they have been asked to leave the room or area and therefore teachers must direct the pupil to a safe place, ensure that the pupil has gone there and establish that appropriate supervision is in place. In practical terms, this may mean clearly directing a member of staff to follow the pupil.
- **Remove the group** – Sometimes it is safer to remove the other pupils and take them to a free room. Teachers can identify free rooms by calling reception. The safety of the pupil left behind is still the teacher's responsibility and therefore appropriate supervision must be in place.
- **Call for assistance** – In some instances, it may be appropriate for the teacher to call for additional staffing to support. The teacher is the person who makes this decision and may either phone or

direct a colleague to phone reception. Reception will then contact a member ELT/SLT. ELT/ SLT will then support the teacher to ensure the safety of all and call for additional staff if required.

- **Use of Force** – When the risk of not physically intervening is greater than the risk of physically intervening, staff are authorised to use force as long as they apply the appropriate **reasonable, necessary and proportionate** criteria to each situation, they act honestly and in good faith, and that they apply the minimum force for the shortest amount of time possible.
- We do not recommend staff blocking doors to pupils unless there is justifiable reason for doing so.

## 2. Use of Reasonable Force

The Department for Education document, *Use of Reasonable Force: Advice for Headteachers, staff and governing bodies*, states:

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

There is no national regulatory body for the use of physical interventions and therefore there is no ‘approved’ list of techniques or holds. Certain techniques have been identified as posing a far greater risk of injury or death and under no circumstances should these techniques be used. The techniques in question are: Face-down, prone restraints; the ‘seated double embrace; the ‘double basket-hold’; and the ‘nose distraction’ method.

All members of school staff, as well as any volunteers, have the legal power to use reasonable force. When deciding whether to use this power, all staff must make a dynamic risk assessment to establish whether the use of force is in the best interests of the pupils, whether it is **reasonable, proportionate and necessary**, and whether the risk of not using force is greater.

Staff should use all of their skills in de-escalation, distraction and diversion where possible to avoid the use of force to control or restrain pupils. Staff should be sensitive to the fact that pupils with autism may find any physical contact particularly difficult to manage.

British law allows for the lawful use of violence under specific acts of parliament. Under common law, everyone has the right to self-defence which also includes the defence of others. Under the Criminal Damage Act 1971, everyone has the right to use force to protect property. The Criminal Law Act 1967 allows for the use of force to prevent a crime or make an arrest. All of these laws apply at school, just as they do in society.

However, acting lawfully may not protect staff from disciplinary proceedings and all staff should be aware that although the law allows for staff to use force to defend themselves, others, property, and to prevent a crime, the ethos of the school is against the use of pain compliance techniques.

### 3. Restraint

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury either to him/herself, a member of staff, another child or young person, or property.

- Should rarely be used, and only after all other interventions have been exhausted.
- Should be part of pupil's Positive Behaviour Support Plan (PBSP)
- Children with profound and complex needs will need a personalised approach to behaviour support and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.
- Should only be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect.
- If used, it must be recorded in the school's incident recording system- Behaviour Watch.
- After a **reflection/staff debrief\*** a positive handling strategy may be included in the pupil's Positive Behaviour Support Plan. This may apply when an individual child or young person needs physical intervention strategies as a part of an ongoing PBSP.
- Staff should update the child or young person's PBSP after a significant incident, outlining any interventions or specific approaches. As before this should occur after a reflection meeting, which may be led by an Assistant Head Teacher or a member of the EDR Behaviour Expert Team and should be shared with relevant colleagues.
- If restraint is used, and this is not an agreed Emergency Strategy in their PBSP parents/carers need to be contacted.

See Physical Intervention Protocol below:

**Restraint: Should rarely be used, only after all other interventions have been exhausted. Should only be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect.**

Once restraint is used, this incident should inform a student's **Positive Behaviour Support Plan (PBSP)**. When an individual needs PI strategies as a part of ongoing behaviour support this should be clearly defined in the Positive Behaviour Support Plan

**All Physical Interventions should be recorded within Behaviour Watch**

by 1 designated person after a physical intervention has occurred. This should happen within 24 hours of the event and in most cases before the end of the school day. Please give as much detail as possible stating facts only.

As far as possible this account should be agreed by all staff involved. It is the responsibility of staff to read the account of a PI they have been involved with.

Parents should be informed of any physical intervention which has been used that day if it is not already in their PBSP which will have been signed by parents.

If a significant PI has occurred parents/carers should also get a phone call from the class teacher/form tutor or if required a member of SLT.

Within a maximum of 3 days of a significant PI a member of the Senior Leadership Team or member of the EDR Behaviour Expert Team will do a post incident reflection with the staff involved.

Class teacher/form tutor should up-date the student's Positive Behaviour Support Plan based on any new approaches /actions agreed for the student post incident

On a weekly and half termly basis Assistant Head Teachers will review the data in Behaviour Watch and report to SLT.

SLT will continually seek to review and improve interventions and practice based on the records in Behaviour Watch.

SLT will report all significant physical interventions at Governors meetings. This includes printing out records which will be signed by the Head Teacher and Chair of Governors for monitoring and evaluation purposes.

## **Staff Debrief**

For staff, being involved in a serious incident can be physically and emotionally draining. Many staff will leave a serious incident feeling that there was something they should have either done, or not done, that could have resolved the incident earlier. It is important that procedures are in place to give staff who have been involved in serious incidents the opportunity to reflect professionally on what happened. This reflection period allows everyone to learn from both the good practice and the mistakes so that in future situations, the best decisions can be made.

As long as staff have acted reasonably, proportionately and their action was necessary to prevent harm to people or to property, or to maintain good discipline, and staff acted honestly and in good faith, minor injuries will not be taken as evidence of malpractice.

There is however a formal process for investigating incidents where it is felt that staff have acted unreasonably, disproportionately, or in any way that is not within the spirit and ethos outlined in this Positive Behaviour for Learning Policy.

During such an investigation, staff will continue to receive support from school leaders. Staff should refer to the school's Disciplinary Policy for details of the procedures for handling such allegations.

## **Informal Staff Debrief**

Immediately following a serious incident, a member of SLT/ELT or the EDR Behaviour Expert Team will check on the immediate physical and emotional well-being of all staff involved in the incident. Staff will be invited to seek first-aid if required and to take a break from timetabled duties to compose themselves and cover will be arranged where necessary. In the most serious cases, this might mean a member of staff going home for the rest of the day.

## **Formal Staff Debrief**

At a Formal Staff Debrief a member of SLT or member of the EDR Behaviour Expert Team, will call together all involved staff. The purpose of the meeting will be to:

- Identify systemic, environmental changes that could be made to either prevent or at least reduce the risks of future events of this nature;
- Identify training needs to develop staff skills to deal with future events of this nature; and
- Ensure the physical and emotional well-being of all staff involved.
- Ensure staff acted reasonably, proportionately and that the action taken was necessary;

Reports in Behaviour Watch will be used to produce weekly and termly reports which will make specific recommendations to the Headteacher to reduce the risks in the future. These reports, alongside weekly behaviour monitoring data are shared with all teaching staff to ensure every opportunity for reflection and learning is utilised. The termly reports and additional information will be shared with Governors

Behaviour and Safety will then be discussed at SLT meetings as part of the standing item on every agenda.

## **Pupil Debrief**

The physical and emotional well-being of pupils is also checked following a serious incident.

Immediately following a serious incident, staff will ensure that pupils have had access to a first-aider and that they have an opportunity to take time away from learning events and peers.

Where appropriate pupils will have a clear explanation as to why staff responded as they did.

## Signs of Malpractice

If, following a formal staff debrief there is evidence of staff malpractice, the relevant member of SLT will approach the Head teacher with their concerns.

The Head teacher will then deal with the matter following the school's formal Disciplinary Policy.

Staff should refer to the school's Disciplinary Policy for details of these procedures.

### 4. Restricting Liberties

If a pupil is being kept in a room as a measure to control challenging behaviour, maintain order, prevent harm, damage or crime, then this is seclusion. Seclusion should be considered a use of force and all relevant laws, duties, powers, policies and protocols on the use of force will apply i.e. reasonable, proportionate and necessary. Recording and reporting protocols and duty of care apply and are required. It is part of EDR's ethos that permanent rooms or areas for the seclusion of pupils do not have a place in Leicestershire's schools.

At the school, children and young people may NEVER be:

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

### Working in low stimulus, quiet spaces and small classrooms

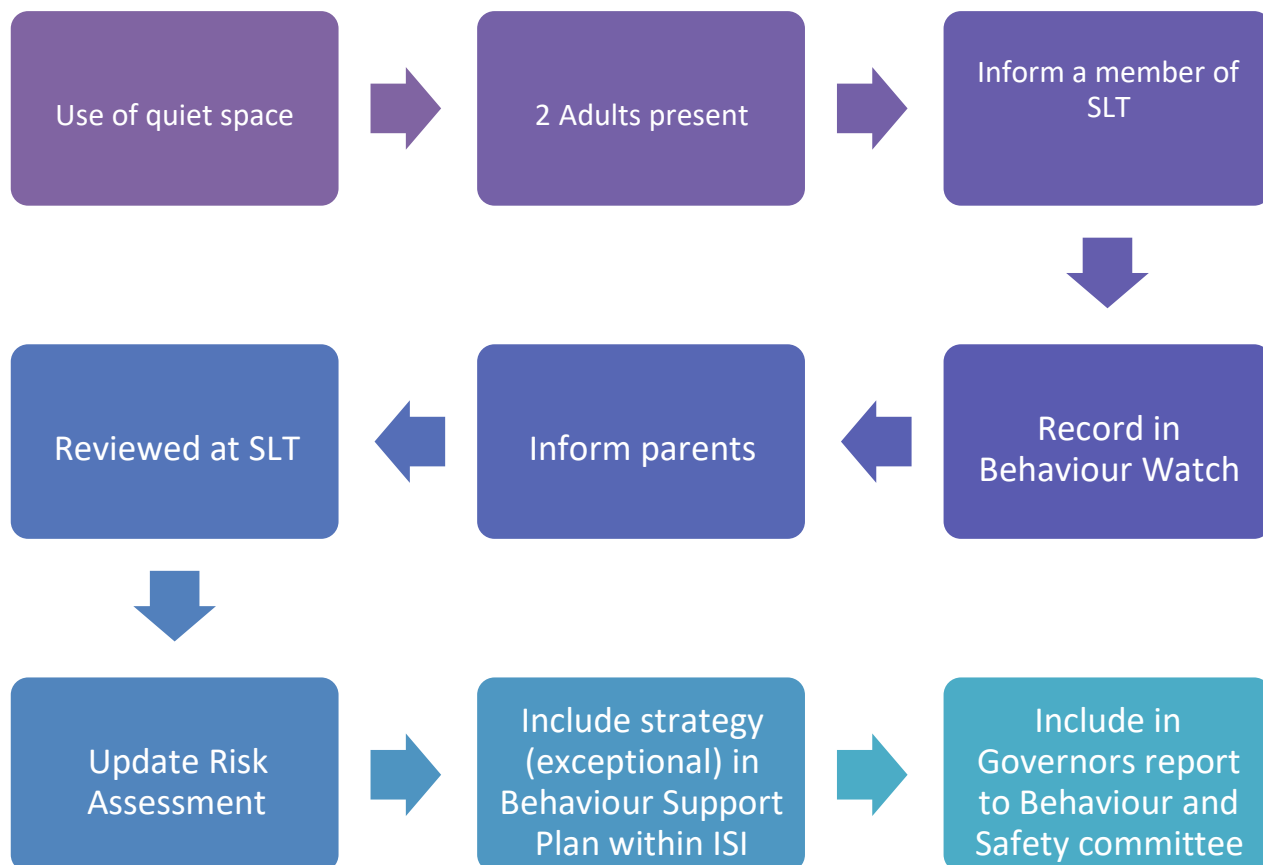
Some of the pupils at Birch Wood benefit from opportunities to work in low stimulus, small classrooms in order to improve their learning potential and avoid sensory overload. These students access these spaces either as part of a pair, small group or 1:1 and they enjoy these targeted learning opportunities. Small classrooms that are used as described above, do not require recording.

In **exceptional circumstances** a pupil may be **safer** working individually in a safe, lower stimulus environment. This could be a small classroom or quiet location in order to reduce overall **risk to him/ herself or others**, so that they can be supported to learn away from additional distractions. If a pupil is being kept apart from their peers, the pupil should be working either on restorative activities, doing class work or catching up missed class work. There must be at least two adults present and a **senior member of staff must be notified immediately**. All learning spaces must be welcoming and offer pupil opportunities to relax and calm or to work and learn. If a pupil is using a separate classroom/quiet space because of an incident, it must be fully recorded in Behaviour Watch and the pupil's PBSP/ISI must be updated. If a pupil is using a small classroom it should be part of a planned approach to support the pupil, **it must be used as a positive intervention and it must be shared with parents/carers**.

We will ensure that:

1. Pupils are supervised;
2. The doors are not locked;
3. Pupils have access to a toilet;
4. Pupils can have a break, including lunch;
5. Pupils are not kept apart from peers longer than is necessary;
6. Time spent in is used as constructively as possible.

A senior leadership team strategy meeting, which possibly includes external agencies, must be arranged at the earliest opportunity following an incident where a child or young person is required to use a small classroom/quiet space in school. The pupils Positive Behaviour Support Plan must be updated to reflect the exceptional use of these spaces. Such incidents must also be shared with appropriate members of the governing body.



- **Corporal punishment is illegal and is never used at the school.**
- **Birch Wood is a ‘no shout school’. Shouting at pupils is not deemed appropriate unless there is an emergency.**

### 5. Contingent Touch

- Contingent Touch may be used appropriately eg pat on shoulder in a public place, in the appropriate context.
- Holding may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature, eg the child or young person is led away by hand/arm/around shoulder.
- Children with complex sensory needs may also request squeezing or deep pressure. This will be documented in sensory profiles.



## 6. Recording, Monitoring and Evaluating Behaviour

We need a consistent approach to positive behaviour support throughout the school, appropriately adapted to the age/ability of the child or young person; this is partly achieved via recording, monitoring and evaluating.

Concerning behaviour takes many forms and the nature of the behaviour will dictate how the incident is recorded.

Accurate recording of negative behaviour is a crucial aspect of ensuring consistency of approach and analysing the effectiveness of positive behaviour support in school.

Accurate recording:

- Helps staff to identify areas of concern and patterns of behaviour, allowing appropriate and effective interventions and support to be identified for individuals and groups of pupils;
- Provides evidence for accurate LMS banding allowing us to access appropriate funding to help support pupils;
- Aids productive communication with Parents, Carers and other Outside Agencies; and
- Is in some instances a legal requirement.

### H. Behaviour Watch

Behaviour Watch is designed to facilitate functional behaviour analysis. This means that staff who complete the form to record a pupil's behaviour have already begun the process of identifying the functions of the behaviour. This speeds up the process of identifying appropriate strategies.

All Rank 2 (see below) behaviour upwards needs to be recorded in Behaviour Watch within 24 hours of the incident.

Every Member of staff has a unique login code to access Behaviour Watch, once you have logged in you must consider the type of behaviour that has been displayed. There are currently four categories to choose from, ranked from relatively minor behaviours to more serious behaviours which would naturally involve more intervention from staff.

These categories are situated at the top of the page and are presented as tabs:

- Hover over each tab, it highlights some of the functions of behaviours that are most relevant for that category; this should allow staff to pick the most suitable one. ➤ Click on that tab and the site in which the pupil is normally educated.

These are the classification of tabs:

**Rank 1 – Inappropriate behaviours:** These are behaviours that are unlikely to impact on other pupils, are relatively minor and normally require little intervention to get pupils back on track with appropriate behaviours.

These behaviours may include: incomplete work, not following instructions, calling out, late to class, not considering others, minor misuse of ICT, poor attention.

**Rank 2 – Disruptive behaviours:** These are behaviours where pupils begin to challenge the ethos of the school, where the learning of others is impacted because of the behaviours exhibited. Forms of reparation may be discussed at this level and pupils will be given options to consider their own behaviours.

These behaviours may include: serious disruption, rude to other pupils, rude to staff, questioning staff decisions, not completing work, internal truancy and negative attention seeking.

**Rank 3 – Challenging behaviours:** These are serious behaviours which could potentially jeopardise the safety and wellbeing of all pupils, when the behaviours are exhibited staff will quickly intervene and support the pupil according to their PBSP. A program of additional support will be identified if required via an evaluation of the incident. Pupils will complete a form of reparation where appropriate.

These behaviours may include: physically endangering self and others, theft, assault, self-harm, absconding, damage to property, physically endangering self and others.

**Rank 4 – Physical intervention:** These are behaviours that when exhibited, staff would be required to physically intervene with the pupil. The way in which staff intervene with the pupil will depend on the behaviours exhibited and what is in the pupil's PBSP. When a pupil requires physical intervention staff will ensure that the best interests of the pupil are paramount and that any physical contact is *reasonable, proportionate and absolutely necessary*.

These behaviours may include: biting, pushing, pulling hair, kicking, self-harm, and endangering self and others or physical aggression towards staff and pupils.

Once the correct **Ranking Category** has been chosen

- Press 'complete a report' in the bottom left hand corner of the page.
- Staff must then give a description of what happened using the description box. There are also some drop down tick boxes to complete. See below.

The screenshot shows a web-based form titled 'Slip' for reporting inappropriate behaviour. At the top, it identifies the user as 'Mr R. Doyle' and the incident as 'Inappropriate (Rank 1) Site 1 Site 2'. The form includes several dropdown menus and text boxes for recording details: Student, Staff, Victim (set to 'None'), a large Description box, Subject (set to 'N/A'), Status (set to 'Resolved'), Location (set to '1-1 room'), Date (18 Mar 2017), Period (Before School), and Time (8:44 am). Below these are sections for 'Contributing Factors' (Environmental, Other pupils, Perceived injustice, Staff members, Transport to and from school), 'Definition of Behaviour' (Communicative, Contextual, Negative, Response, Symptomatic), 'Behaviour Type' (Incomplete/No homework, Not enough work in class, Not following instructions, Shouting, Late to class, No consideration of others, Misuse of ICT, Not sitting still, Poor attention), 'Teacher Action' (Consequences explored, Environment/location changed, Problem solving skills explored, Staff debrief, Target for change exercise completed, Task/lesson adapted, Time out - 5 min, Verbal warning), and 'Use of Calm Space' (How was it used?). At the bottom, there are 'Cancel', 'Print', and 'Save and Close' buttons.

- When writing this staff should ensure that all details are accurate, professional and as objective as possible. Staff should obtain an overview from staff involved before inputting the data. The description should include:
  - What led up to the behaviour
  - What the behaviours looked like

- Intervention used
- Pupil's reactions and resolution or reparation.
- The description should be concise and accurate.

➤ Then click **save and close**

## **Hate Incident**

The school has an obligation to report on hate incidents (racist, homophobic, gender), bullying and safeguarding. Inappropriate behaviour that is identified as bullying, homophobic, racially motivated, or is prejudiced in any way against minority groups, should therefore be recorded under the appropriate heading.

## **Safeguarding Form**

In accordance with the safeguarding policy, any inappropriate behaviour that raises safeguarding concerns should be reported to a Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) as quickly as possible. All safeguarding concerns are logged electronically using CPOMS.

The school's Designated Safeguard Lead is:

Claire Wood (Senior Assistant Headteacher)

The school's Deputy Designated Safeguard Leads are:

- Rosalind Hopkins (SLT)
- Tom Smith (SLT)
- Tom Bradley-Hewell (SLT)
- Amy Dunstan (SLT)
- Phil Leaney (SLT)
- Joe Knowles (ELT)
- Hannah O'Mara (ELT)
- Michelle Walker (ELT)

## **Reporting to the SLT**

At the end of each full term, an Assistant Head Teacher will produce a behaviour report for Senior Leadership and Governors. This report will outline overall behaviour incidents by type and by year group and environmental factors such as time and location.

## **Reporting to Governors**

Twice a year, in the first and last half-terms, an Assistant Head Teacher will report to governors on behaviour.

These reports will include, but are not restricted to:

- Overall incidents of recorded behaviour and this information broken down into specific areas/classes within the school.
- Context information around behaviour data and strategies in place to reduce reoccurrence.
- The number of recorded serious incidents and uses of force; and
- The number of fixed term exclusions.

## **Reporting to Parents and Carers**

Teachers should develop an open and honest rapport with parents and carers to enable them to communicate concerns about pupil behaviour directly and promptly. Maintaining regular updates via Kinteract and the use of phone calls or emails are an effective way to ensure positive collaboration with parents and carers.

Teachers will also be required to report on behaviour in line with the school's assessment policy. In addition to this, tutors will be required to report on behaviour for a pupil's annual review meeting.

## **Reporting to External Agencies**

At any time for the purposes of external assessment by agencies such as CAMHS, teachers may be required to report on pupil behaviour.

## **Evaluating**

To measure the impact of this policy and associated practices, it is necessary to have formal monitoring and evaluation systems in place.

Specifically:

- Teachers are responsible for monitoring and evaluating the behaviour of individual pupils in their timetabled groups;
- Tutors are responsible for monitoring and evaluating the behaviour of pupils in their tutor groups across all areas of the school;
- SLT are responsible for monitoring the behaviour of all pupils within their areas of responsibility across all areas of school.

## **The Engage, Disengage, Re-engage (EDR) Behaviour Expert/Leaders Team is made up of:**

- The Deputy Head with responsibility for Behaviour and Safety.
- The Assistant Head with responsibility for Ashton House.
- A team of experienced staff from across the school who have completed trainer status within the EDR Framework including physical intervention training.

At the end of each day, available members of the behaviour support team will meet to discuss the day's behaviour records, address any issues or training needs and organise any potential staff debriefs.

The evaluation and monitoring of behaviour through analysis of behaviour serves to identify ways to:

- Improve the learning environment;
- Deploy staff and resources effectively;
- Identify training needs; and
- Secure positive outcomes for all pupils.

At a systemic level, the analysis of behaviour data will help to identify areas of concern within cohorts, within specific environments, in specific subject areas or at specific times of day. Practices can then be improved or implemented to address these concerns.

Similarly, behaviour data will be used to identify where new practices have had a positive impact and this will inform future developments.

On an individual pupil basis, behaviour data can be used to identify the impact of consequences and interventions, and where necessary practice will be modified accordingly.

Key, quantifiable measures of the success of this policy, practices and consequences will include a year on year overall reduction in:

- Recorded incidents of behaviour;
- Unauthorised absence;
- Recorded hate incidents;
- The use of force;
- Injuries to pupils or staff

### **I. Bullying (including Cyber-bullying)**

- We do not tolerate bullying
- Bullying should never be ignored
- All instances of bullying must be recorded
- Parents and 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 taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern with support from skilled staff
- Where appropriate, children and young people need to be supported to develop E-literacy so that they are able to keep themselves safe on-line and report cyber-bullying.
- Further guidance is available in the school's Anti-Bullying Policy.
- Also see related policies (Child Protection Policy, mobile phone and device policy, social media policy)

### **Discriminatory language/incidents**

- Although quite rare, 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 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. Further guidance is available in the school's Equalities Policy.

### **J. Fixed-term Exclusions**

We do not believe that exclusions are the most effective way to support pupils with SEND, 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 time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to: –

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

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 child or young person.

### **Permanent exclusions**

It is extremely rare for us to permanently exclude a pupil at Birch Wood School. In the event that Birch Wood School is not able to meet the needs of an individual pupil, we will always aim to work with the child and young person's family and the Local Education Authority to identify a suitable alternative placement for a managed move. All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

### **BEHAVIOUR EXPECTATIONS AND CORONAVIRUS**

The Government have recommended that schools should consider updating their behaviour policy in order to reflect any changes that have come into place regarding behaviour expectations in light of the pandemic. At Birch Wood School we recognise that all behaviour is a form of communication and therefore, during these unprecedented times, it is especially important that we listen closely and respond appropriately to any communication that is displayed as negative behaviour.

We acknowledge the very real sense of loss that our children and young people may have experienced during these difficult times and the adverse effect that partial school closure and wider world disruption can have on young minds. We are mindful that some children and young people will have returned to school having been exposed to high levels of anxiety, trauma and in some cases welfare and safeguarding risks. We understand that these adverse experiences may manifest and present as challenging behaviour. In preparation for this, staff will receive a package of training which covers the need for a robust 'Recovery Curriculum' to be followed at Birch Wood School. This training includes Mental Health training and guidance specifically aimed at supporting students back to school. This new training package, coupled with the existing 'Positive Behaviour for Learning' training, provide staff with the knowledge, skills and strategies to support students who may be struggling in relation to the Coronavirus. Negative behaviour will continue to be responded to in line with our key beliefs and ethos.

## Appendix 1

### Physical Intervention Policy

Birch Wood staff receive up-to-date behaviour support training; in addition, we have a number of Engage, Disengage, Re-engage (EDR) leaders. We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. On extremely rare occasions it may be appropriate for staff to intervene physically with or between pupils.

These include:

- Injury, or risk of injury, to themselves or another pupil
- Injury, or risk of injury, to a member of staff
- Serious damage to property

**Any intervention should be a last resort and be proportionate, reasonable and necessary.**

All staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures him/herself, or another, including staff, this could be seen as negligence.

Advice for Staff Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a dynamic risk assessment may allow the time to decide on the appropriate action necessary.

Staff are advised not to physically stop young people from leaving any given space unless it is deemed that a potential risk could occur from the young person leaving the space. They should give a clear choice and spell out consequences, but unless there is a risk of injury or potential escalation staff should avoid blocking a young person's exit.

**Remaining calm** – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening 'calm' stance, i.e. not toe-to-toe, are recommended.

**Awareness of Space** – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

**Pacing and Chasing** – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

**Intonation and use of voice** - When people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.

#### Help Script

- Connect by using the young person's name
- Recognise and acknowledge child or young person's feelings
- Tell the young person you are there to help: "You talk and I will listen."
- Give direction Diffusing body language responses
- Social distance
- Sideways stance, step back

- Intermittent eye contact
- Relaxed body posture
- Palms open

### **Calm Stance**

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response.
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices
- Builds confidence in children that you are in control but not confrontational
- Children need to feel that adults are in control.

### **In the event of a serious incident eg a fight, staff should:**

- Give clear and immediate instructions – “stop fighting, stop fighting”
- Send for assistance
- Spell out consequences
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk- if not, call for assistance