

TWEENDYKES SCHOOL BEHAVIOUR SUPPORT POLICY AND GUIDELINES

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Tweendykes Behaviour Support Policy

1 Introduction

Tweendykes is a welcoming and caring school. It respects and values each individual and has a commitment to social inclusion and equality of opportunity for all. It aims to provide an environment that is free from bullying, harassment and prejudice.

We believe that every member of the school community has a responsibility for behaviour and should follow procedures confidently and consistently. All staff and pupils have an entitlement to achieve their maximum potential in a safe and secure environment where effective teaching and learning can take place.

It is our belief that good behaviour needs to be taught, modelled, aspired to, and be consistently encouraged. A key component of this is the use of consistent visual support.

Aims

- Provide guidance upon the implementation of a consistent approach to positive behaviour management
- Define what we consider to be behaviours that cause concern, including bullying and peer on peer abuse
- Provide guidance and support for staff when dealing with complex behaviour
- Define the expectations that we have of each member of the school community
- Be clear on aspirations and how pupils manage their day.
- Provide advice on the use of reasonable force and other physical contact for the infrequent times when it may be needed
- Provide guidance on the positive behaviour management of pupils beyond the school gate
- Summarise the roles and responsibilities of different people in the school community with regards to positive behaviour management
- Provide guidance on when to involve and liaise with other agencies to assess the needs of pupils who display continuous behaviours that are a cause for concern
- Outline our system of rewards and sanctions
- Provide guidance to staff accused of misconduct and the management of pupil allegations (Child Protection Policy)

2 Policy, Legislation and Statutory Guidance:

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

- Behaviour and discipline in schools January 2016
- Searching, screening and confiscation at school January 2018
- The Equality Act 2010 June 2014
- Use of reasonable force in schools July 2013
- Supporting pupils with medical conditions at school August 2017
- Mental Health and Behaviour Advice for Schools March 2016
- Preventing and Tackling Bullying July 2017
- Keeping Children Safe in Education 2021
- Positive environments where children can flourish March 2018
- Special educational needs and disability (SEND) code of practice. May 2015
- Guidance for safer working practice for those working with children and young people in education settings (2019)
- Sexual violence and sexual harassment between children in schools and colleges (2018)

This policy should be read in conjunction with the following school policies

- Code of Conduct Policy
- Anti-Bullying Policy
- Equality and Diversity Policy
- Safeguarding Policy
- Online Safety Policy

3 Promoting Positive Behaviour

All staff are expected to model positive behaviour and be a positive role model for pupils to follow. Staff and adults do not control the behaviour of pupils; they help and support pupils to make the right behavioural choices. Behaviour is the responsibility of the pupil who should be encouraged to see the way they behave as a choice. This sometimes takes a long time to teach, as often pupils are keen to blame others for how they have behaved. In extreme circumstances adults need to intervene and take control of a child's behaviour using the Team Teach approach to provide physical intervention.

Pupil will be taught:

- **Simple daily routines**, for instance, using an in-session strip, walking through the building, taking turns
- **Special routines**, such as; how to leave the building if the fire alarm sounds and how to behave during special events (Christmas dinner, sports day etc.) and;
- **Community based routines**, for instance; visits within the community- walking safely on foot path, waiting to pay in a shop

We cannot assume that pupils will know what to do and how to behave in these events therefore will need specific teaching and support in routine practice; supportive feedback therefore reinforces positive feedback.

Teachers may also wish to develop classroom rules and expectations; these may differ depending on key stage, ability and/or Special Educational Need and Disability (SEND).

Rules and expectations should be kept simple, involve pupil voice and be shared at the beginning of the term and reinforced each lesson where necessary.

Staff should be mindful of the three relationship factors that affect pupil's behaviour: -

- **Relationship with self:** a learner who does not feel confident and holds a 'poor internalised' view of themselves and feel they cannot succeed may present behaviours that are challenging.
- **Relationship with others:** behaviours need to be understood in context. A learner's behaviour can be triggered as much by their interactions with others (pupils, teachers and other adults in school/setting) as it is by factors internal to the child.
- **Relationship with the Curriculum:** Teachers who promote a sense of meaningful curriculum, activities that engage and motivate the individual will be more likely to create a positive learning/behaviour environment.

4 Consistent Management of Behaviour

Our pupils benefit from consistent responses and familiar routines. Teachers teach positive behaviour as part of everyday learning and should use a range of techniques to encourage and discourage a range of behaviours. Positive behaviours can be reinforced by selected rewards for example, positive phone calls home or notes to parents. Some pupils may need more tangible rewards, and used well these can be great motivators in promoting positive behaviours.

It is important that staff share their behavioural expectations. The use of visuals to explain activities help pupils prepare for what is coming next and eases transitions from one activity to the next.

Previously known behaviours displayed by a pupil should not come as a surprise; therefore, a planned approach to positive behaviour management is the key to successful outcomes.

Staff should work to the principle that 95% of incidents can be managed through de-escalation. Staff must provide processing time when giving a pupil an instruction and use other augmentative communication where necessary. Confronting or openly challenging a pupil can produce a fight or flight response if a pupil is feeling anxious or upset. If possible, give time for pupils to think and process.

It is important after dealing with an incident that it is then 'finished' and not revisited at a later time and place. This helps to prevent the feeling of failure and prevents the reinforcement of negativity. Pupils need to feel that they belong and are valued. It is of utmost importance that we understand the behaviour and separate 'the behaviour from the child'. Labelling children is unacceptable. We do not 'become' our behaviour. The use of punitive measures will not be accepted. Nor will we accept sarcasm, derogatory language or shouting from staff.

5 Assessing the needs of pupils with behaviours that cause concern

It is not always possible to immediately identify reasons why pupils behave in the way that they do, sometimes it is as a result of their diagnosis, home background, social difficulties or many other causes. Behaviour is often communication, and staff should take time to consider what the pupil may be communicating through their behaviour. For these reasons, it is important to carefully monitor and record patterns of behaviour throughout the day over a period, incorporating different types of prevention strategies. This is done through the use of STAR charts (Setting, triggers, antecedents, results) and CPOMS recording. These help us to understand why behaviours occur and what the child is communicating. They also help us to look at frequency, context and levels of behaviour.

We have four written plans that detail support for a pupil's behaviour

1. IEP- support for a pupil's behaviour is detailed on an IEP. This will cover the vast majority of our pupils whose behaviour is a result of their disability and can be well supported by a consistent approach of positive behaviour management.
2. Behaviour Support Plans- these are written to support pupils whose behaviour regularly challenge. They may need some kind of physical restrictions to help keep them or others safe. This will be detailed in the plan and agreed by parent / carer.
3. Risk Management Plans- these are written for pupil whose behaviour pose a significant risk to themselves or others. These plans will always be drafted with parental and multi-agency involvement.
4. Transport- A plan is in place for pupils with support needs to safely access transport.

Examples of these forms and blank templates are attached as an appendix to this policy.

Communication and Regulation Team (CRT)

We also coordinate a half termly group meeting to look at pupils who require a multi-disciplinary approach to ensure consistency across areas of the school and align support to where it is most needed. At times behaviours can flare suddenly and also at times require support on a longer term basis.

6 Parents and carers

Parents/carers are key partners in their children's behaviour. Communication between home and school will allow a two-way exchange of information of anything that will affect the well-being of the young person. Rewards and corrective actions should be planned on an individualised basis so that they are meaningful and effective.

If a pupil has been identified as needing a behaviour plan, parents must be involved in the development of the plan, as they are often the experts when it comes to planning strategies for behaviour management. Where appropriate, parents should sign initial plans (Behaviour Plans and Risk Assessment s) and agree to all forms of supportive strategies before they are implemented. These supportive strategies will be monitored, adjusted, and agreed with parents annually. There may be incidences that require adjustments during the academic year to support the individual pupil.

7 Acceptable forms of contact and physical intervention

'Hands off unless Danger'

There are occasions, for a variety of reasons, when staff will have cause to make 'physical' contact with a pupil. With this in mind, Tweendykes does not operate a 'no touch' policy, as it would not enable us to effectively support the safety and emotional well-being of our pupils. The overarching principal for this is always 'hands off unless danger'.

Reasons for 'physical' contact include:

- To comfort a pupil in distress, (as long as this is appropriate to their age and in a public place)
- To congratulate a child for something, (e.g., use of 'hi five', handshake or a pat on the back, or a hug with a young pupil)
- To gently direct or guide a pupil who is being compliant when they need additional support
- For curricular reasons, (e.g., in PE, Drama etc.)
- In an emergency in order to avert danger to the pupil or pupils
- As part of a pupils moving & handling/personal care plans where appropriate
- To provide sensory support e.g., pressure hug

In all situations where physical contact takes place between staff and pupils, staff will always consider:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The location; where the contact takes place

8 Zones of Regulation

The Zones of Regulation resources can be used to support a child to identify and describe their feelings, which can support a discussion around why they are feeling a certain way, and what strategies can be used when they feel like this.

The ultimate aim of this is to support the child to develop their independence in identifying and expressing their feelings, and independently identifying strategies, to prevent them from becoming dysregulated. When introducing the Zones of the Regulation a child should be supported to learn how to do this through consistent modelling by the adult.

At Tweedykes we can use the Zones of Regulation resources to support the child to think about the feelings and thoughts of others, the size of problems and appropriate reactions, and expected and unexpected behaviours in different situations.

Using a cognitive behaviour approach, the zones of regulation curriculum's learning activities are developed to help students identify when they are in a particular state called "zone," and each of the four zones is represented by a distinct colour.

Blue Zone: The Blue Zone portrays down feelings and low energy levels such as when someone feels bored, sick, tired, or as

Green Zone: The Green Zone depicts calmness and the feeling of being in control. A person in the green zone may be described as content, focused, happy or ready for learning. Green is considered as the zone with optimal learning.

Yellow Zone: The Yellow Zone describes a person with additional levels of energy and elevated emotions, but remains in more control. An individual may be facing nervousness, wiggles, silliness, excitement, anxiety, frustration or stress within the Yellow sign.

Red Zone: The Red Zone demonstrates strong emotions and extraordinarily high energy. A person is said to be in the red zone when he is feeling angry, elated, terrified, out of control, devastated or enraged.

People experience all these zones naturally, and the main focus of the Zones of the Regulation framework remains on teaching people how to identify and manage their Zones depending on their objectives and task demands.

9 Physical Intervention

Tweedykes recognises Team Teach de-escalation and physical intervention strategies, accredited by the Institute of Conflict Management (ICM). All staff will receive intermediate Team Teach training (L2). We also run a Team Teach Awareness session for all new starters. Training records are to be maintained and the training refreshed as stated in the Team Teach guidance.

'There are many differences of opinion about whether interventions such as guiding children by the hand are restraint or not. If the intervention does not include an element of force, then it is not restraint. If it is not restraint, it does not need to be recorded as such. A provider may choose to record these interventions to understand what is happening for children – but that is their decision' (*Positive Environments Where Children Can Flourish, March 2018*)

Physical intervention may be necessary, for example, when pupils have become a danger and/or violent towards others or themselves, destructive towards property, being extremely disruptive or are in danger of committing an illegal act.

Physical interventions are used within a holistic, positive behaviour de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned.

The use of physical intervention will **always** be:

- In the best interests of the pupil
- Using minimum force for the shortest time
- Using force which is reasonable and proportionate
- To prevent injury, pain and distress
- To maintain dignity

Wherever possible, there will be at least two members of staff supporting a pupil and possibly more where a risk assessment suggests this. This protects both the staff and the pupil. This does not necessarily mean that it will take more than one member of staff to physically support a pupil. A lead person should be identified to help manage and lead the situation safely and calmly, providing everyone involved with clear, calm instructions where necessary. The lead is responsible for ensuring that the PI is properly recorded

Following a physical intervention an opportunity will be provided for pupil and staff to reflect on the intervention which may include a 'debrief'. This helps us consider alternative options, to reflect on what went well and what could have been done better and consider any updates to the pupil's behaviour plan and risk assessment. A de-brief should always be held after a PI, the Team Teach hold was unsuccessful, a student or member of staff was hurt and the hold was not agreed on the plan. Any physical intervention (PI) must be recorded within 24 hours on CPOMS and on the PI forms. PI forms will be checked and added to the CPOMS entry that it relates to. The voice of the student must be sought and recorded verbatim within the report. Pupils should be checked for any marks or injuries. Any injuries requiring first aid should also be recorded.

10 Child on Child Abuse

Allegations against other pupils which are safeguarding issues. Tweendykes believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'. At Tweendykes many of our pupils have limited understanding of feelings, emotions and their own bodies and those of their peers. Though our broad and balanced curriculum, we will educate pupils about keeping themselves safe, and how to build respectful relationships. However, occasionally, allegations may be made against pupils by others, which are of a safeguarding nature. Staff should remain open minded and acknowledge that this form of abuse can affect any pupil within our academy.

At Tweendykes we recognise that Child on Child abuse can take place ('It could happen here'). Great consideration is taken to consider the wider context of the issues, within the broader understanding of a zero-tolerance approach, notably the impact on the pupil(s) affected and the developmental stage of the pupils involved.

Pupils at Tweendykes present with a broad range of needs and consequently instances of child on child abuse will need to consider each issue within the context that it arises. The school recognises that in some instances, challenging behaviour may be of a sexualised nature.

The school follows the procedures as set out in the Humber Education Trust Safeguarding policy with regards to procedures for managing allegations of sexual harassment or sexual violence.

Staff report incidents of peer-on-peer abuse and Sexual Abuse using the dedicated CPOMS 'buttons'.

Where it is agreed that the case should be managed internally work to address any issues which may arise may involve (this is not an exhaustive list):

- Targeted, specialist follow-up teaching and support
- Risk-assessments and adjustments to behaviour support plans (BSPs)
- Close liaison with parents/carers to review the incident
- Collaborative work with external agencies to provide support and guidance

It is crucially important that staff are constantly vigilant, and follow a high level of supervision around free time, changing, toileting and other areas where pupils have opportunity to be in proximity to others.

10.1 Child on child Abuse - Procedures for managing allegations of sexual violence.

At Tweendykes many of our children have significant cognitive impairment and sensory processing difficulties and a balanced approach to their understanding within a situation is necessary. All allegations should be treated within a supportive model that allows for a triangulated approach with other senior leaders.

When an allegation is made, the DSL should be informed immediately. The victim will be reassured that they are being taken seriously and that they will be supported and kept safe. The process for managing allegations of sexual violence is set out within the HET Safeguarding Policy.

When dealing with parents a measured and sensitive approach to communication is important and full facts and information communicated.

Please also refer to the HET safeguarding policy and the Tweendykes Child Protection Policy.

11 Recording and reporting

Recording and reporting incidents is vitally important as this allows us to monitor and continually develop best practice. Any physical intervention (PI) must be recorded within 24 hours on CPOMS and on Team Teach PI forms. Physical interventions are recorded

on CPOMS. The voice of the student must be sought and recorded verbatim. Pupils should be checked for any marks or injuries. Any injuries requiring first aid should also be recorded.

Parents must always be informed of any physical intervention, ideally by telephone, as this will enable parent to ask any questions, and for staff to outline context, and to reassure where possible. However, if it is not possible to contact parents, parents should be informed by letter, and invited to contact school to discuss the next day.

12 The Use of 'Time away'

We recognise the use of time away in the form of allowing a pupil space and time to 'calm' or to 'reflect' on their behaviour. We have calm areas or spaces where pupils can be allowed to regulate and/or correct unwanted behaviour.

Pupils can also request to visit these areas to self-regulate and manage their own behaviour. They will always be under the supervision of a member of staff who must be able to see and hear them at all times. This may include:

- Being outside classroom on play areas
- Using small group rooms,
- Using sensory areas.

13 Restriction of Liberty

We recognise appropriate use of restriction of liberty in the following circumstances that are designed to keep our young people safe;

- High door handles or thumb-locks that are used to protect pupils who have a cognitive impairment and/or are too young or to move freely around a building and/or who may become confused or anxious if they were alone outside of the classroom (this may include the use of sensory integration rooms/ quiet working rooms).
- The use of electronic fobs to operate entrances and exits in order to keep our students safe.
- The use of physical aids that contribute to the pupils' physical well-being e.g., a standing frame advised for use by a physiotherapist, splints advised by an Occupational Therapist (OT) applied to prevent a pupil from hitting and biting themselves.
- The use of seatbelts and harnesses to help pupils sit correctly in transport.
- In rare circumstances, we may need to supervise a pupil within a restricted space against their will. This will always be in the presence of an adult and be in the best interests of the pupil.

14 Seclusion

In emergency and/or exceptional circumstances, it may be necessary to forcibly retain a pupil in a space without an adult physically present in the room with them, in order to keep themselves or others safe. This might be used for a pupil who has reached crisis and/or who may place themselves or others in significant danger if we were not to take control. In this situation, pupils must be externally monitored by an adult who can see and hear them at all times. This is referred to as seclusion.

A pupil should never be routinely secluded. Any use of seclusion that prevents a child from leaving a room of their own free will should only be considered in emergency and/or exceptional circumstances. A member of SLT must be informed during or immediately after such an incident.

All incidents of seclusion must be logged on CPOMS. Parents must be informed. A debrief must be held and where possible a multi-disciplinary review planned.

15 Internal Exclusion

Internal exclusion is a planned strategy in response to a serious incident involving other pupils, staff or damage to property. The senior leadership team make the decision to use internal exclusion. This allows pupils who have behaved inappropriately to attend school and access their learning without interfering with the learning of others. All behaviours leading to internal exclusions will be recorded on CPOMS. During internal exclusion, the pupil may be educated in a space away from their peers under the supervision of an adult. They must not be locked in a room and must have freedom to eat and drink and use the toilet at appropriate times.

16 Exclusion

Please see Exclusion Policy 2023

Fixed term exclusions are made in only exceptional circumstances, when the risk of the pupil being in school is too high, and leaders need time to make adjustments either to

school accommodation and staffing. We try to avoid any permanent exclusion but work with the LA SEN department to secure an alternative educational placement for the pupil.

17 Screening and Searching Pupils

The senior leadership team can determine whether to search as defined in 'Behaviour and Discipline in Schools – Advice for Head Teachers and School Staff' DFE January 2016 – if they feel there is a significant risk posed for example a pupil bringing a weapon into school.

18 Behaviour outside the Academy

Pupils' behaviour outside of school is subject to this behaviour policy. Behaviours that are a cause for concern will be dealt with as if it had taken place in school. These circumstances include the following;

- On educational visits
- Travelling to and from school,
- Sporting events, residential trips
- Inappropriate use of social media
- Whilst attending alternative provision or placement

19 Roles and responsibilities:

The Headteacher is responsible for:

- The implementation of the behaviour policy
- Monitoring for compliance
- Ensuring governors are updated with the implementation of policy including its impact.
- Collating and reporting incidents of racism and bullying (to include all forms of prejudiced behaviour).
- Information from analysis informs curriculum developments and/or whole school learning opportunities, e.g. anti-bullying, online safety.

The Assistant Headteacher and Deputy Headteacher with support from the Team Teach Leads are responsible for:

- Ensuring staff training needs are identified and are met
- Supporting pupils and staff with behavioural strategies
- Promoting positive behaviour across school, ensuring consistency of approach
- Monitor data and the tracking of trends and patterns and providing feeding back to SLT and SEN Team

- Overseeing the quality, accuracy and timely recording of behaviour logs, risk assessments, behaviour plans, bound book etc.
- Being curious about events and asking why?
- Plan and support de-briefs
- Hold staff to account for following policy

Team Teach Tutors are responsible for:

- The monitoring and development of Team Teach training
- Monitoring and evaluating the quality in the use of Team Teach
- Monitoring and evaluating the quality of recording and reporting physical interventions (PI)
- Monitoring and reporting the link between PI and BSP

Staff are responsible for:

- Following the school's Behaviour Policy and Guidelines
- Modelling positive behaviour
- Accurately recording pupil's behaviour
- Analysing behaviour and drafting behaviour support plans
- Ensuring correct support is in place for each child for e.g. visual support. Sensory support
- Maintaining honest and open communication with parents and carers
- Seeking advice / support for senior staff where needed

Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head Teacher in accordance with the School's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

COVID Response

Pupils are encouraged to follow good hygiene and personal care in line with the recommended advice. Additional measures for pupils are documented on their IEP and / or class risk Assessment.