

Carlton Digby School



Behaviour Policy

2023 – 2024

Introduction – About Carlton Digby

Carlton Digby School provides high quality education for learners with a wide range of special educational needs and disabilities aged between 3-18 years.

Pupils and staff create a happy, hardworking, exciting and successful learning environment where all who attend are given the opportunity to achieve their full potential.

We are committed to supporting team work with Parents/Carers, other schools and agencies to ensure the best possible outcome for all learners.

This policy is intended to help and guide staff in their work with pupils in the school. It should be read in conjunction with the other policies.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Our Vision

Together we

Are **s a fe**

Build **resilien c e**

Prepare for **adult h ood**

Provide **opportun i ties**

Reach our **pot e ntial**

Embrace **di v ersity**

Develop **indep e ndence**

Rationale

We recognise that behaviour is communicative and often reflects an emotion or feeling. Our behaviour policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. It is considered important that the school community shares a common set of shared values that are easily recognisable and understood by all who learn and work at the school. Each child's behavioural needs are complex and personal to the individual – they will arise from their own experiences at home, within the community and at school. However, in order to create a consistent, positive and ordered environment a set of values that is shared by all is essential.

Roles and responsibilities

The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body.
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to all staff, so they can fulfil their duties set out in this policy
- Ensuring staff have accessed trauma informed training to support in a crisis.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly via Behaviour Watch
- Challenging pupils to meet the school's expectations
- Preparing one page All About Me documents to support behaviour and engagement
- Where necessary, creating Positive Behaviour Plans

The teacher, with support from the Behaviour lead and senior leadership team where necessary, is responsible for writing and ensuring the implementation of 'Positive Behaviour Plans' (PBPs) as required,

and for ensuring that everyone working with the pupil is informed and advised on the contents of the plan once it has been signed by the parents.

It is, however, acknowledged that there will be instances of disruptive behaviour. It is important that there is a system in place for dealing with such instances and that it supports staff confidence in dealing with disruptive situations. Staff dealing with challenging behaviour should always follow the school procedure, PBPs and record behaviour incidents as soon as possible.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Accessing additional support from the Family Support Worker, if required

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Other Professionals

On occasions, it will be judged appropriate to gain support from one or more of the following agencies when dealing with particularly difficult issues:

- Child and Adolescent Mental Health Services (CAMHs)
- Early Help Unit / Family Service
- Educational Psychology Services
- Behavioural Support Team
- Social Services
- Inclusion Support Autism Team
- Continuing Health Care Team
- Health staff
- NCC Physical Intervention Team
- Any other professional support that might be appropriate for the individual pupil

The school environment

The way a school is organised can impact upon behaviour. All staff working within the school should create opportunities that help pupils to develop positive attitudes within the school environment

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work. Criticism should always be constructive and a private matter between teacher and child.

Classroom Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the pupils what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be calmly and consistently applied and enforced;
- Follow pupils Positive Behaviour Plans (PBPs)
- promote the idea that every member of the school has responsibility.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant.

All adults work in partnership to model, reinforce and support our expectations.

Adults act as co-regulators, develop pupils' insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.

Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:

- To develop social skills;
- To have the opportunity to interact, build tolerance and inclusion;
- For the enjoyment of positive play;
- To be healthy – to have fresh air, exercise and the opportunity to relax
- For the opportunity to explore and play with adults and peers in a less structured, positive environment

Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive praise and providing reward as reinforcement.

Our Self-reliance toolkit, SMSC and PSHE curriculum all provide example of skills and vocabulary for adults to use to encourage learning in this way.

Positive behaviour management

Carlton Digby School believes that rewards for positive behaviour and attitudes are vital and our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. It is acknowledged that each pupil is individual and that different strategies will need to be employed at different times.

Individual teachers will have to include in their classroom management a whole range of rewarding consequences that will meet the needs of a range of pupils. It is important that each class has its own clearly defined set of expectations i.e. class code of conduct according to teacher, age group and pupils within that class.

The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

To praise, promote and reward positive behaviour, we use a range of rewards including;

- Verbal feedback / praise
- Non-verbal feedback *e.g. thumbs up gesture, smile, pat on shoulder, clap*
- Stickers or badges
- Head teacher or Deputy Head teacher award
- Certificates
- Dojo Points
- Notes in home/school diary
- Privileges *e.g. free choice, special activities outside school*
- Achiever of the week certificates given at a weekly assembly
- Marking work
- Jobs and responsibilities awarded
- Rewards relevant to the individual, given from a class reward box
- Share good choices with other adults for positive reinforcement

Challenging behaviour

Within our positive approaches we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others. Some of those choices may be:

- verbal aggression
- throwing things
- hitting
- kicking
- pushing
- hair pulling
- scratching
- biting
- shouting
- not being on task
- bullying
- spitting
- rude responses
- ignoring requests
- damaging property

- racist, sexist or other forms of derogatory behaviour
- self-harm
- sexualised behaviour

When looking at behaviours it is imperative that the individual needs of pupils are examined and appropriate strategies for that individual employed.

Some strategies may include:

- keeping calm and speaking quietly
- check basic needs (Maslow's hierarchy of needs : APPENDIX - A)
- follow individual PBP (if the child has one_
- if necessary call for help using the walkie talkie and stating "Behaviour support needed"
- follow the key principles of Crisis Intervention Prevention (CPI) and trauma informed care.
- keep language to a minimum and use short sentences/ no language
- talk to the pupil about the behaviour (if appropriate)
- verbally reprimand
- if appropriate, ignore a low level behaviour
- give attention to other members of the group
- re-arrange seating or playing arrangements
- divert attention (give a responsibility, or different task)
- use of social story
- use of now and next boards
- remove from situation
- time away from the lesson for a short period
- remove the class from the area
- use the designated 'time out' areas. Follow guidelines for use of these areas (**see below**) in conjunction with individual PBP

All pupils are different and reference must be made to the Positive Behaviour Plan (if in place).

Self-injurious behaviours

Definition

Self-injurious behaviour is any behaviour initiated by the individual which results in physical harm to that individual. Physical harm includes scratching, biting, head banging, bruising, lacerations, bleeding, bone fractures and breakages, and other tissue damage. Behaviours such as: self-induced vomiting which can be life threatening, repetitive pulling out of hair, persistent eating of non-food items (pica) are also included.

Support to Pupils

We recognise that self-injurious behaviour is probably the most difficult behaviour to support as it is highly resistant to change and is emotionally draining for all involved. Self-injurious behaviour should be supported using the same calm, consistent and low arousal approaches as any other behaviour that give rise to concern. The communicative intent of the behaviour should be ascertained, if possible, and the child or young person taught other, less damaging, ways to achieve his or her aims.

PBPs should be devised as appropriate with the class teacher, SLT and, if needed, relevant agencies. The level of staff intervention for these behaviours will be detailed on a pupils PBP.

All instances of self-injurious behaviour must be carefully noted and recorded in writing using the school behaviour system and listed as behaviours on a pupils PBP.

Classroom Pods

Introduction

Many of the class rooms have internal pods. These areas can be used in a number of ways and are often used for quiet 1:1 work, chill out spaces, reading spaces, small group work or space allocated for pupils to access time away from a situation. Classroom Pods can be used as part of an overall strategy for dealing with undesirable and challenging behaviour when it has been specified in a pupil's PBP. The door **must** always remain un locked and at least one member of staff must be present and able to see a child who is accessing the pod at all times.

The use of the pod needs to be seen as part of the overall package of support mechanisms within school designed to help our pupils to manage their behaviour and gain greater self-control. The use of the pod seeks to reduce the level of stimulation of the child by isolating him/her from other stimuli.

In the classroom, the Pods can facilitate a rapid response to incidents, and can quickly provide pupils with a calm environment which will ensure safety of themselves and others. Use of the Pod as an allocated space for pupils to access time away from a situation must be included in a pupil PBP which is reviewed and agreed by parents. The PBP must be followed when using these spaces and staff should record incidents including length of time and monitor the pupils through a viewing panel in the door.

Physical intervention between staff and pupils

At Carlton Digby School staff are trained to follow Crisis Prevention Intervention (CPI) and trauma informed care. Physical intervention can take several forms.

In exceptional circumstances, where there is an immediate risk of injury or harm or serious damage to property, a member of staff may need to take action that is consistent with the concept of '**reasonable force**' for example to prevent a pupil from running onto a busy road or to prevent a pupil hitting someone, or throwing something.

Staff must always consider carefully whether physical intervention is the right approach or is appropriate to the situation. Staff should always try to deal with a situation through other strategies before using force.

The following are examples of what would **not** be regarded as acceptable:

- striking a pupil
- pulling a pupil's hair
- squeezing a pupil's neck
- shaking a pupil
- forcing a pupil's arm up behind his/her back

If, as a school, we are aware that a pupil is likely to behave in such a way that may require physical control or restraint, a positive behaviour plan must be prepared. The planning needs to address:

- managing the pupil (e.g. reactive strategies to de-escalate a conflict, the type of physical support or restraint to be used following the principles of CPI)
- parental involvement in order to ensure that they are clear about what specific action the school might need to take
- staff involvement (what action has been agreed, including any necessary training)
- additional immediate support mechanisms (how additional support should be summoned)
- any medical considerations that may need to be taken into account

Staff must be familiar with the following when physical intervention is being considered:

- any other strategies available
- the purpose of intervention is to restore safety
- only minimum force should be used
- restraint should not continue longer than necessary

Staff must be familiar with the following during and after physical intervention:

- seek to avoid injury to child or self
- pupils are seen by a first aider/head teacher or DSL to record any marks that may have occurred during the incident
- parents are informed
- behaviour watch incident forms and accident forms (as required) should be completed as soon as possible after the incident

Recording incidents of physical intervention and positive handling

Behaviour incidents requiring CPI intervention must be recorded as soon as possible:

- Behaviour incidents must be recorded on Behaviour Watch
- The office will write a letter to be sent home with the perpetrator and the victim
- Any injury to a pupils or staff must be recorded on an accident form
- Incidents causing significant injury must be recorded on the OSHEN online reporting system

Only incidents deemed to be serious are to be written online on the OSHEN online system within 1 week of the incident occurring. If any child was the victim of inappropriate behaviour from another pupil, the parents / carers of the victim must be informed by a depersonalised letter and informed via Dojo.

For extreme behaviour or behaviour of sensitive nature, parents / carers will be telephoned and invited to visit school.

Sanctions

If sanctions are to be used they must be appropriate to the pupil's age, understanding, level of ability and the undesirable behaviour. The types of sanctions that would be appropriate are:

- completion of missed work
- interruption of break or lunch time privileges
- putting right the damage that has been caused
- temporary or permanent exclusion

If a sanction is applied, everyone involved with the pupil must be informed of the sanction and the reason for its occurrence. This should be recorded on a Behaviour Watch as an "amber" incident.

Positive and restorative work should always be carried out with a pupil following an incident or sanction at a time that is appropriate and the pupil is able to understand and reflect with support.

ABC Diary

An ABC behaviour diary is available for staff to use if they have any concerns or notice any significant changes from a child's day to day behaviour seen in school.

The diary will be used as and when is felt necessary and parents will be informed if this is going to start. The diary will be used for 1-2 weeks to monitor behaviours, note any triggers seen before the behaviours

and record the interventions or consequences put in place following displayed behaviours. Hopefully this way we can spot any patterns occurring.

Following the use of a behaviour diary conversations will take place with class staff, SLT (if necessary) and parents/carers to discuss support plans and any interventions or systems that will be put in place.

Managing difficult behaviour

The school work as a team to systemically support the reduction of undesirable behaviours. Meetings will be co-ordinated by a member of the senior leadership team but the class team will be expected to have considerable input into any meeting. It will be an essential part of that meeting to have recorded evidence of the type of behaviours/incidents that are causing concern.

Support for those involved (staff and pupils)

The school recognises that providing support and care for people who engage in any form of undesirable behaviour can be emotionally and physically demanding.

All staff will receive high quality training, advice and guidance. We have a CPI lead within school who is able to advise staff and offer additional support.

Staff must prepare themselves for dealing with challenging situations and must make sure they are aware of and understand the PBP of each child for whom they have responsibility.

Staff must always report incidents and concerns regarding pupil behaviour directly to the senior leadership team, focussing on early intervention.

It is expected that there should be some level of follow up support for the victim, pupil and staff members dealing with the undesirable behaviour.

Staff

For staff, this support could come in the form of (but not limited to):

- time away from the group
- staffing swaps
- discussion with class staff
- discussion with line manager
- discussion with senior leadership team
- discussion with outside agencies directly involved with the child (e.g. CAMHs specialist)
- union support
- GP support
- occupational health
- Schools Advisory Service

Staff should be able to recognise when they need additional support following an incident (e.g. time away) and request further support from others (as above) if they deem it necessary.

Pupils

For pupils, this support could come in the form of (but not limited to):

- time away from the group
- discussion with class staff

- social stories

Staff will need to recognise when pupils require additional support following an incident and deal with according to their knowledge of the individual pupil. It is also important for staff to deal with any pupil victim appropriately.

Positive Behaviour Plans

Positive Behaviour Plans (PBPs) support a cohesive approach towards the management of undesirable behaviours. They provide a consistent way forward for all who are working with the pupil.

If a pupil requires time out in the learning pod, this must be included on the PBP. Use of the pod, including the length of time, should be recorded and monitored. The time limit for a pupil to be in the Pod must be on the PBP. If this time is exceeded, this must be discussed with the class team and SLT.

The plan should:

- include clear and unambiguous statements
- de-escalation strategies
- provide information about the child's triggers
- clearly prioritise the behaviours that are being dealt with giving graduated responses
- have a review date that is agreed by everyone
- details of appropriate interventions for that behaviour
- be signed by parents/carers
- any updates made to the PBP must be dated

External Support

Where there are a number of incidents of difficult behaviour a TAF meeting may be considered. If this is considered appropriate then a member of SLT or the Family Support Worker will chair the meeting.

Advice will be sought from a range of external personnel, after consultation with all interested people within the school. If there are external conditions imposed on the school from external agencies, the school will endeavour to follow guidelines to ensure the safety of all pupils and staff.

Exclusion

The Governing Body has adopted the LA's arrangements for exclusion, a copy of which is available in school for inspection. Exclusion will only be considered as a last resort, after the school has taken all reasonable steps to manage any disruptive difficult behaviour. It might be felt necessary to include 'exclusion' in individuals Positive Behaviour Plans.

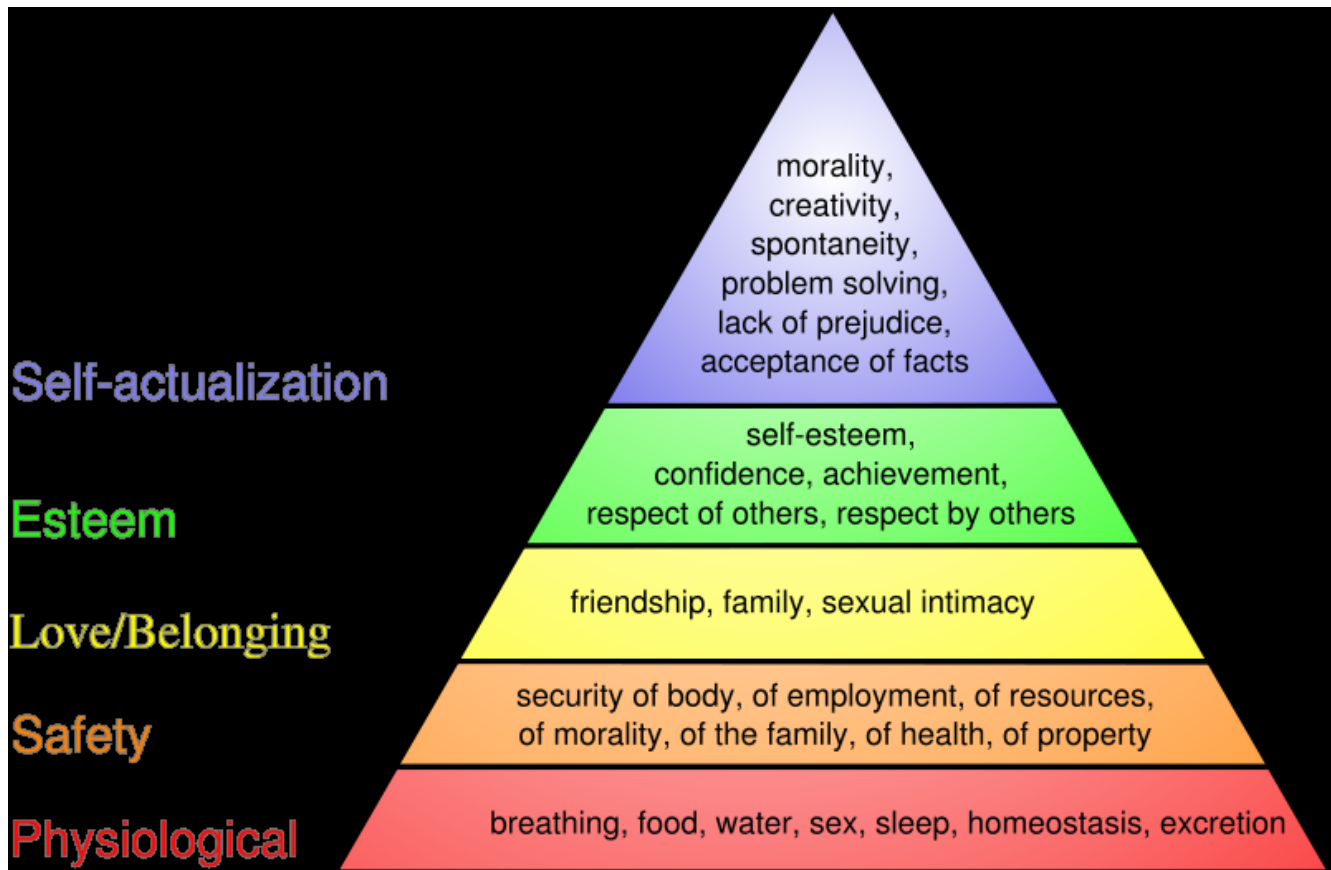
Staff Training and Development

Staff training and development needs for this area will be reviewed on an annual basis by the Senior Leadership team and the CPI lead. Decisions made will be incorporated into the school training plan.

Review date: October 2023

To be reviewed: October 2025 (or earlier if the need arises)

APPENDIX A – Maslow's hierarchy of needs



APPENDIX B – Positive Behaviour Plan template

My Support Strategies

<u>Support strategies</u>	<u>Behaviour</u>
The things that we can do or say to keep Child x in a positive place for as much time as possible.	What Child x does, says and looks like that gives us clues that he is calm and relaxed.
•	•

<u>Support strategies</u>	<u>Behaviour</u>
The things that we can do or say to stop the situation from escalating further and return Child x to the proactive phase as soon as possible.	What Child x does, says and looks like that gives us clues that he is becoming anxious or aroused.
•	

<u>Support strategies</u>	<u>Behaviour</u>
The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.	What Child x does, says and looks like when he is challenging or distressed.
•	•

APPENDIX C – Carlton Digby School

ABC behaviour diary

This ABC diary can be used to record any new/challenging/concerning behaviours. Please keep the diary for at least a week so that any patterns can be seen.

- 'A' stands for antecedents, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.
- 'B' refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.
- 'C' refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the person.

It can also be a good idea to keep track (in notes) of where and when the behaviour occurred to help in identifying any patterns.

ABC Behaviour Diary

Name:

Class:

Date commencing:

Day, Date and time	Antecedent (triggers)	Behaviours seen	Consequence (interventions, what happened after)	Staff involved	notes