



Culverhill School

Behaviour Policy

March 2020

CULVERHILL SCHOOL BEHAVIOUR POLICY

Rationale

Culverhill School seeks to secure for pupils, staff and visitors a safe and ordered environment where the aims of the school can be met and pupils can raise their levels of motivation, participation, and achievement. We recognise that all behaviours are a form of communication and often indicate an unmet need. This policy should enable the school to provide clear expectations of socially acceptable behaviour for both structured and non structured activities, support and guidance for staff in dealing with disruptive or challenging behaviour, and information for parents about how behaviour is managed in the school.

Introduction

All pupils at Culverhill School have complex learning difficulties, often with a range of additional needs such as Autistic Spectrum Disorder and Mental Health needs. These conditions are often associated with challenging behaviour. It is important to remember that challenging behaviour is not a category of behaviour with a single cause, but comprises of a range of behaviours with a variety of possible causes. Some of the most common underlying conditions which can lead to challenging behaviour in our pupils are:

- Difficulties with communication and expressive and receptive language
- Physical and sensory impairments that overlay a learning difficulty
- Discomfort, pain or poor sleeping and eating habits which cannot be communicated
- Difficulties with sensory processing and sensory integration
- Environmental/Community issues
- Emotional and/or mental health issues which cause anxiety, panic or distress.

Aims

The purpose of this policy is:

- To promote understanding of the issues leading to and surrounding challenging behaviour
- To ensure the safety of all pupils, staff and the general public
- To set out clear guidelines on dealing with challenging behaviour and the use of physical intervention
- To safeguard all pupils and staff
- To ensure all staff are clear and act with consistency towards pupils in terms of whole school discipline and behaviour management
- To ensure all pupils have an education free from bullying or any oppression due to the behaviour of other pupils and that their education is undisturbed by challenging behaviour from others.

At Culverhill we:

- Recognise and reward appropriate behaviour.
- Respond consistently to pupil behaviour.
- Respond firmly and fairly to unacceptable behaviour.
- Teach pupils to know what is expected of them.
- Help regulate pupils social and emotional responses
- Use a positive behaviour approach (included in AD Folders)
- Teach pupils to take responsibility for their own behaviour and that they know what is expected of them.
- Support pupils in developing self-control and relying less on external controls.
- We enable pupils to actively engage in lessons.

- Expect pupils move around the school safely and use their free time without threat or unpleasantness from others.

Strategies for:

- Class rules, rewards and consequences are clearly displayed in classrooms and around the school.
- Class rules are taught to all pupils and regularly reinforced.
- Pupils' movements to and from a room are supervised when needed.
- Any signs of vandalism should be reinstated immediately, so that the building, and its environment give positive messages of care and concern.
- Encourage pupils to take care and responsibility for both their property and the property of others.
- Use of the PSHE/RE/SEAL/citizenship and SMSC curriculums to help pupils gain insight into their relationships with peers and adults.

Guidelines for dealing with pupils causing concern

Some pupils may be of concern to staff because of how their behaviour affects themselves and their learning, the learning and wellbeing of other pupils, or the ability of staff to fulfil their professional duties. For such pupils the following will apply.

1. Pupils who become distressed or disruptive in class will be supported by the class team in the most appropriate way for that pupil e.g. monitored time-out, distraction, help to manage their feelings and behaviour and to work out a better way of coping next time. Pupils should return to class as soon as possible after an intervention. This work may have to be carried out at regular intervals over a period of time according to the individual needs of the pupil.

2. Concerns relating to the emotional well-being and/or behaviour of pupils will be discussed with the appropriate class team/safeguarding staff/therapeutic counselling team/Deputy/Headteacher as needed.
3. The pupil and his or her parents/carers will be made aware of the concerns.
4. Areas for improvement will be highlighted and desired outcomes written into the pupil's individual Educational Plan/EHCP/annual report.
5. Individual behaviour plans may be drawn up and personal rewards used to encourage progress towards appropriate targets.
6. A pupil who regularly fails to attend lessons, or fails to complete work will be given the opportunity, to do this work at breaktimes or in school after 3.30 p.m. with parents/carers' agreement and commitment to collect the pupil.
7. Other agencies eg Educational Psychology, Community Paediatricians, CAMHS, Social Care will be consulted as necessary, with permission from parents/carers in order to form a clearer picture of a pupil's needs.
8. The LA fixed term exclusion procedures will be followed as a last resort if all other measures have failed to have a positive impact on a pupil's behaviour. Permanent exclusion will only be considered where the school has already held an EHCP review and informed the LA that it is not able to meet a child's needs and the pupil remains a risk to the safety and welfare of others or it is not in the best interests of the child to continue to attend the school.
9. Class folders should be taken to every lesson. They should contain:
 - Assertive Discipline record sheets
 - Yellow behaviour forms
 - Engagement profiles for each pupil
 - Targets for Communication and Interaction and Personal/Social Skills/Numeracy/Literacy for each pupil
 - Behaviour plans
 - Guidance on supporting the behaviour of specific pupils

10. Positive reinforcement of appropriate behaviour should be used before, and more frequently than, sanctions. Ticks should be given during the lesson to reward positive behaviour as soon as it is seen so that the identified pupil acts as a role model for others.

11. Clear warnings should be given when behaviour is not acceptable to enable pupils to make a choice about how to behave. This is recorded on the yellow behaviour form as it gives pupils a visual reminder. Below is what needs to happen every lesson and staff to record on SIMS every day.

/verbal warning (should relate to specific behaviour)

X move seats/+ TA support/change activity/grouping etc

XX miss 5 mins breaktime (this must be carried through to be effective by a member of the class team)

XXX miss breaktime (ask SLT for support if needed)

XXXX removal to behaviour support (staff to accompany and take the completed yellow behaviour form -see below)

12. Staff should make it clear to pupils why they are getting a cross. Pupils will be accompanied to behaviour support when they have gained 4 crosses or behaved in a threatening way towards staff/pupils in a lesson. Staff should be able to say what strategies they have used to try and support a pupil and what each cross has been for.

13. Staff should record the behaviours and the triggers as they happen using a yellow behaviour form. This form should be taken to behaviour support to inform SLT what has happened and what action has been taken if the child has four crosses. Staff concerned should also record the behaviours online using SIMS at the earliest opportunity. Behaviour support staff should then add to this information.

14. Pupils will be returned to class by the Behaviour Support Team for a new start the next lesson except when the pupil is not assessed as being calm enough or ready to return or the safety and wellbeing of the individual or class is threatened. This will be monitored by the Behaviour Support Team.

15. Pupils with emotional needs that impact on their behaviour will be given the opportunity to access mentoring/counselling/therapeutic support/behaviour support within school or referred to outside agencies. Pupils can access South Gloucestershire Sport in Education when needs are identified.
16. Pupils who exhibit challenging behaviour that endangers themselves and others may need a physical intervention or positive handling plan. This is drawn up by the class teacher, behaviour plan lead and Deputy /Headteacher. Staff are trained in Team-Teach to safely move pupils in the school when necessary.
17. Staff are Team Teach trained and are authorised to use the techniques that they have been taught when it is appropriate to do so. Please see our policy on physical intervention for further details.
18. Phone calls and notes to parents/carers should be used as a reward for good behaviour as well as to inform parents/carers of unacceptable behaviour. These calls are to keep parents/carers abreast of their child's progress and conduct in school. Research has shown that effective home/school communication has a positive impact on pupil behaviour.

Guidelines for encouraging good behaviour

Pupils are more likely to behave well if the curriculum on offer to them is relevant, engaging, appropriately paced and where success is achievable. The School will

1. Involve pupils in their own learning, explain why they need to learn something and personalise the approach/resources.
2. Welcome their ideas and be mindful of the pupils' emotional needs.
3. Make learning practical and fun!
4. Create an enthusiastic, motivated, fun atmosphere for learning.

5. Show pupils that we care about and respect them as individuals and model the standards of courtesy you expect from them.
6. Ensure that classroom organisation should take account of the grouping of pupils, furniture layout, the use of relevant visual and sensory supports and the need for physical movement breaks.
7. Ensure that all resources required for the lesson are available and easily accessible. Remove all unnecessary items which will only serve to distract pupils from the task in hand.
8. The school will give constant reinforcement to pupils that their efforts are celebrated and valued.
9. SMSA's receive training to develop their skills in promoting good behaviour and discipline at lunch time. Appropriate lunch time behaviour is celebrated with rewards, certificates, raffle etc.
10. Strategies for use with pupils who have specific special educational needs e.g. ADHD, Autistic Spectrum Disorder etc. will be shared with all staff and developed as needed.

Reviewed by Liz Morse, Sally Clark & Sue Hewitt March 2020

Agreed by governors on: