



BEHAVIOUR POLICY

Our Vision

Nurture – Inspire - Thrive

Our Mission

Valuing and developing the potential in everyone

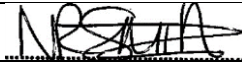
In support of the Enable Trust

Vision

Achieving More Together

Mission:

Working together passionately to achieve the best outcomes for our SEND children and young people

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| Reviewed by: | Sarah Holt |
| Review date: | March 2023 |
| Ratified by: | Local Governing Body |
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| Review Frequency: <i>Annual, Bi-Annual</i> (Subject to Academy Trust or national policy change) | 3-yearly |
| Review Date: | May 2026 |
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| Chair of Trust/Governor Signature: |  |
| Equalities Impact Assessment date: | |

Introduction

The Enable Trust, Local School Governing Body and staff at Culverhill School seek to create a school environment which encourages and reinforces positive behaviour and mutual respect for all. It acknowledges that if pupils and staff feel safe and secure this will have a positive impact on teaching and learning.

All pupils who attend Culverhill School have an Education Health & Care Plan due to their complex communication, learning and sensory needs. As a result, there is an increased likelihood that some pupils will display some form of distressed behaviour during a typical school day. This policy therefore seeks to provide staff and other key stakeholders with clear guidelines for positive behaviour support.

Through positive behaviour support, the curriculum, individual educational programmes, all pupils, whatever their disability, are supported to access all aspects of the school community.

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.
- Personal, environmental, community issues.
- Emotional and/or mental health issues which cause anxiety, panic or distress.
- Confusion or lack of clarity around changes and physical and mental development.
- Lack of understanding of expected social boundaries.

Our Aims:

Culverhill School aims to equip our learners with the skills they need for each stage of their life. These may be academic, social, physical, moral or spiritual. Learners will be supported to communicate, work with others, manage emotions, maintain relationships, and to be as independent as possible. We also prioritise good mental health and wellbeing, so learners have opportunities to engage in activities that will develop their self-esteem and confidence and support them to feel part of the wider community they belong to.

In order to achieve these aims the school is committed to:

- Providing a broad, balanced, relevant and flexible curriculum structured around their individual EHCP outcomes and specific learning difficulties
- Implementing the curriculum in a way that motivates, engages and inspires a love of learning
- Providing learning opportunities, and experiences outside of the classroom
- Working in partnership with parents, carers and professionals to secure the best support for each pupil

Our Ethos

Culverhill School provides a caring and supportive learning environment that encourages positive behaviour where all members of the school community feel valued, safe and respected. Promoting and teaching positive behaviour is central to ensuring academic achievement, independence and community participation.

We aim to understand the underlying factors causing the behaviour in order to respond positively, consistently and effectively. We provide structures and strategies to empower the individual to manage their own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem. We fully understand the need to consider *all* aspects of each pupil's behaviour.

Principles

We believe that every child deserves patience, persistence and the implementation of a proactive approach to meeting their needs and reducing anxiety. We aim to understand that most behaviour is a coping strategy, and our approach aims to develop functional emotional regulation skills for students to be able to cope with everyday stress in order to attend, engage and learn.

At Culverhill School our policy is informed by these principles:

- We all have a right to feel safe, to be valued and to be listened to.
- Behaviour is a means of communication – we have a duty to ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems.
- Our learners want to behave well.
- Our learners respond to having clear boundaries.
- With the right support and intervention, learners can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process, and we recognise that all of our learners are at different stages of the developmental process.
- Teachers and class teams must be given the opportunity to learn, understand and have insight into why our learners become dysregulated, and reflect on how/why it impacts on their behaviour.
- Staff will work collaboratively with our learners, their parents/carers and other professionals to develop strategies as part of a positive behaviour support plan to support them to self-regulate and manage their behaviour in a positive manner.
- Staff share a collective responsibility for behaviour across the school. Good communication with regard to the appropriate and necessary approaches to behaviour management is essential.
- Strong relationships across the school lead to mutual respect and encourage positive behaviour.
- We will promote the welfare and wellbeing of all within the school community and seek to eliminate all forms of discrimination, harassment, and bullying.
- We will recognise and reward appropriate behaviour (recognising that different pupils respond positively to different forms of praise).
- We will respond consistently to pupil behaviour.
- We will use a positive behaviour approaches appropriate to the individuals' cognitive level.

- We will teach pupils to take responsibility for their own behaviour and know what is expected of them.

Strategies

Proactive strategies are intended to make sure the pupil has access to strategies and approaches that support self-regulation, maintain low arousal, and lessen the likelihood of escalation. Examples of proactive strategies include:

- Sensory diets / regular sensory breaks
- Structured/ predictable routine
- Social stories
- Appropriate learning environments
- Visual Timetables
- Makaton
- Verbal praise and encouragement
- Reward systems, suited for each individual
- Certificates of achievement
- Opportunities for celebrations of achievement

Culverhill has a culture and expectation of positive behaviour and conduct for all pupils. We reward consistently good choices and behaviour and pupils that go “above and beyond”.

Reactive strategies are designed to keep the pupil and those around them safe from harm. They provide a way to react quickly in a situation where the pupil is distressed or anxious and putting themselves or others at risk. Examples of reactive strategies include:

- Diversion / distraction
- Humour as de-escalation
- Not responding to, or ‘ignoring’ the behaviour – planned ignore
- Giving little attention to negative behaviours
- Remove other pupils from the situation
- Use agreed scripts to ensure consistency of approach and vocabulary

Management of behaviours that challenge:

The behaviours that challenge displayed by pupils at Culverhill School typically fall within the following categories:

- Harm to staff or other pupils
- Self-targeted behaviours
- Damage to property

Positive Behaviour Approaches

Prevent: Most of our time and energy goes into preventing behaviours that challenge from happening in the first place. We apply our knowledge and observations of the pupil so that we are

aware of anything that might cause them to become dysregulated and could act as a trigger. It also means putting into place a range of proactive strategies that are known to assist the pupil to stay regulated.

Intervene early/ distract: As soon as a pupil starts to show signs of dysregulation, that's the time to act or step back and wait until the pupil has self-regulated. There is still time at this 'trigger' phase to prevent the pupil's dysregulation from escalating. Sometimes, providing a distraction at this point can prevent behaviour from escalating. This might include: doing something unexpected, like asking for help to complete a job around the classroom or fabricating a need to have something delivered to reception.

De-escalate: At this stage, staff need to use their in-depth knowledge to provide the pupil with whatever support they need in order to return to a regulated state. Wherever possible, the pupil ought to be involved in decision making about what they do or where they go.

Staff will use scripts to communicate to a pupil when a school rule has been broken. This is to avoid further escalation. The aim is to communicate clearly what the problem is without any emotional response.

"The school rule about keeping hands, feet and objects to yourself has been broken. I will discuss this with you... after break/at the end of the lesson/when you are calm".

Make the situation safe: should staff have been unable to prevent, intervene early, de-escalate or distract, it is important to ensure the safety of everybody in the event that a pupil's behaviour becomes challenging. This might include: moving others, moving furniture, removing items that could be thrown or guiding the pupil to a vacant outdoor/ indoor space.

Physical Intervention/ Team Teach: As a last resort, and only when all of the previous steps have failed, it might be necessary to physically support a pupil (using Team Teach approved techniques) in order to keep everyone safe. This must involve the minimum amount of physical intervention necessary for the minimum amount of time. We will record every physical intervention incident on CPOMS.

Selected staff will receive full training to implement the procedures of Team Teach. All staff will be clear on their duty of care and act appropriately.

Behaviour Support Team

There is a Behaviour Support Rota staffed by senior members of staff. The purpose of this is to provide a safe, calm space for a pupil if they become overwhelmed or need support to make positive choices. The role of SLT is to support the restorative process between pupil and classroom staff in order to resolve issues ensuring that the pupil is then able to return to learning.

Behaviour support plans

Behaviour Support plans are formulated when early intervention strategies in the classroom are not achieving changes in behaviour. A functional behavioural assessment will be undertaken in the first instance. This is a precise description of a behaviour, its context, and its consequences, with the

intent of better understanding the behaviour and those factors influencing it. This analysis will result in:

- Identification of when and where the behaviour of concern is most likely to occur and when (based on CPOMS entries).
- Identification of the consequences that the behaviour of concern serves for the pupil. The situations in which it occurs and the consequences that maintain it.
- Identification of proactive strategies that seek to improve the quality of life of the pupil and reduce the likelihood of the behaviours of concern from occurring.
- Identification of appropriate reactive strategies (including physical interventions) that are to be implemented whenever behaviour of concern does occur in order to keep everyone safe.

When the functional assessment is completed in conjunction with parents, a Behaviour Support Plan (BSP) is written, and external support may be sought where appropriate. BSPs are reviewed on a regular basis by all involved.

Recording and monitoring

All incidents of behaviour, including low level will be recorded on CPOM's. Records are also maintained if harm occurs to the pupil or others.

Parents/carers will be informed each time an unplanned physical intervention has been used to support their child.

Senior behaviour support staff will monitor the incidents recorded on CPOMS and through discussion with staff to identify when intervention may be required.

Other professionals (for example, Educational Psychologists, advisory teachers for autism, occupational therapists and speech and language therapists) may also be involved to fully explore the behaviour exhibited by the pupil.

Serious incident

On the rare occasion a pupils may have committed harm to others or at risk of harm themselves the police and other emergency services may be contacted in the first instance.

Risk of school placement breakdown/Exclusion

Sometimes pupils display very serious behaviours of concern over a long-term period of time. In these cases, school will need to respond in order to ensure that the risk of harm to other pupils and our staff are considered very carefully and reduced as much as possible. The school will consider whether the learning environment is suitable to meet the needs of the pupil.

In deciding on next steps, we will work with families and all relevant external agencies. Our aim will be to support the pupil and to avoid school breakdown or exclusion. We will deploy a range of strategies according to the individual's needs and presentation.

We do not believe that exclusion is the most effective way to support learners with SEND and we will always try to adapt and personalise the provision for all of our pupils in order to ensure that they are able to access education.

In extreme and exceptional circumstances, the Headteacher may need to exclude a pupil temporarily or permanently in order to review risk assessments to ensure they remain appropriate. However, we will take any step available to us in order to avoid this.

Exclusion at Culverhill School is always an absolute last resort: but in that event, Enable Trust's Exclusions Policy sets out the sanctions available to the school following a breach of the behaviour policy.