



Heronsbridge School

Policy: Behaviour Support

Coordinator: S Fowler

As a Rights Respecting School, we are committed to embedding the principles of the United Nations Convention of the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 1 - Every child under the age of 18 has all the rights in the convention

Article 2 - All children have these rights

Article 19 - I have the right to be protected from being hurt or badly treated

Article 34 - Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad

Article 42 - Every child has the right to know their rights

Adopted 20/3/2016

Last Reviewed 2/2023

Next review 3/2025

Introduction

The behaviour support policy has been developed to promote a positive, stimulating and safe learning environment for our pupils at Heronsbridge School. It endorses our core values of Wellbeing, Independence, Sustainability and Opportunity

This policy should be read in conjunction with:

- The use of Restrictive Practices Policy
- Health and safety Policy and Procedures
- Health and Wellbeing Policy
- Anti-Bullying pupils policy

Equality and Diversity

This policy will be applied consistently to pupils regardless of their disability, gender, gender identity, sexual orientation, faith background or personal circumstances. Respect for these differences will be considered as an important part of the whole school ethos.

PROACT-SCIPr- UK®

The school has adopted PROACT SCIPr-UK® as a whole school approach to supporting pupils' wellbeing. PROACT SCIPr-UK®, which is BILD accredited, promotes the use of proactive approaches and strategies to support pupils' with behaviours, that may affect their learning, safety of themselves or others. Fundamental to this is the principle of Duty of Care in which all staff are responsible for providing a safe environment for pupils and staff. Our policy is that of restraint reduction and recognises that restrictive physical interventions are only entered into as a last resort in dealing with potentially dangerous behavioural episodes. (Please refer to separate Use of restrictive practices policy).

Heronsbridge School has five fully qualified PROACT SCIPr-UK® instructors, who are responsible for staff training and overseeing behaviour support. New staff will receive training as part of their induction and a two-day introductory and foundation course within 3 months of commencing work or as reasonably practical. The course promotes a way of looking at difficult behaviours from the point of view of the individual, rather than those managing the behaviour. Staff develop skills to avoid problem situations happening in the first place, and learn to deal with them sensitively, calmly and professionally if they do arise. All Staff undergo refresher training on an annual basis to maintain the protocols, good practice and interventions laid down in accordance with PROACT- SCIPr-UK®. This is a mandatory qualification for those working at Heronsbridge School.

Appropriate positive and proactive support enables pupils to maximize learning opportunities and improves the wellbeing for pupils and staff. Although we must take into

account varying learning needs and teaching styles, there are some essential features, which need to be considered to establish and maintain a supportive and consistent learning environment.

- A structured daily routine (scheduling and predictability)
- Communication strategies appropriate to the needs of the individual
- Consistency
- Adequate staffing levels
- Celebrating success
- Opportunities to make and express choices
- Clearly defined expectations of behaviour with rewards and sanctions
- Tasks appropriate to the needs of pupils
- An understanding that all behaviour is communication (in order to get needs met)

Communication is the key to all behavioural strategies. Thought must be given to whether the pupil understands what is being asked of them and whether they have the means to make and express choices.

Account must be taken of the learning needs and abilities of the individual, with clearly defined expectations and realistic targets set. Disruption and resentment can be expressions of unsuitable work. If the work level is appropriate to the individual, the student is successful which adds to their motivation

Clear expectations and aims together with appropriate tasks help establish a positive attitude to work. The organisation and management of the classroom has a direct bearing on the behaviours of the students.

Consistency, structure, routines and predictability will help pupils feel less anxious and more able to engage in learning and expected behavior and is an important part of class management.

Pupil Behaviour Ratings

Pupils' are assigned a behaviour rating which reflects the frequency and impact of behaviours of concern. The class team review this annually. Any changes to reflect changes in behaviours of concern are to be amended as required. The ratings are Low (no behaviours of concern), Low +, Medium, Medium+, High and High+. Pupils with a rating of Low+ must have an in additional information sheet which informs staff of how to respond positively to behaviours of concern. Pupils with a rating of medium or above must have a Pupil support plan (PSP) which details the behaviours of concern, likely triggers, Proactive, Active and Reactive strategies. All PSPs must be discussed, agreed with and signed by the class staff and parent/legal guardian of that pupil. (Appendix 1: Protocol for Assessing, Recording and Documenting Behaviours of Concern)

Recording and Reporting Incidences

Heronbridge School uses Behaviour Watch, an online reporting system to record and monitor behavioural incidents. All behaviours that are a cause for concern are to be documented on Behaviour. Staff should inform Heads of Departments if there are pupils in their class causing concern. Pupils causing concern may be referred to the Pupil Support Team (PST) using a pupil referral form. A member of the class team will discuss the pupil during the weekly PST where strategies and actions will be discussed. The PST team will assign a relevant professional to provide additional support to the pupil (e.g. ELSA, psychology support, counsellor, reflexology, Floortime, OT, SALT, medical team, Mental Health Team). If necessary parents/legal guardians and other professionals such as Education Welfare Officer, Educational Psychological Service will be invited to school to discuss reasons for behaviours and strategies that can be implemented. It is important that the staff team are part of the referral process and implement suggested strategies.

The use of Behaviour Watch is part of school procedure and staff are expected to use it in accordance with the points outlined below. It is the responsibility of Heads of Departments to review and evaluate data on behaviour for their department on a regular basis.

All staff are expected to:

- Be familiar with Behaviour watch and its use in recording all levels of incidences
- Notify the Behaviour Support team if they experience difficulties with, or if they feel that they have particular training needs regarding BW
- Be familiar with the BCBC injury and incident reporting document
- Debrief with their line manager following an incident
- Attend a debriefing session with a member of SLT following a serious incident
- Appendix 2 outlines the procedures for recording and reporting incidences relating to behavior. All staff should follow this protocol

Dress Code

The dress code is one that ensures that you are in the best attire to work with pupils at school. It helps to prevent injury to you or those you are working with and is considered to be an important part of being proactive.

- Staff are advised to wear trousers and ensure that they are loose and comfortable and not tight fitting
- Footwear should be trainers, or similar flat and fastened shoes. High heels, clogs, open toed sandals and flip-flop type shoes are not permitted. (Any injuries which

occur whilst wearing shoes that are not part of the dress code may affect any sick leave entitlement)

- T-shirts, polo shirts and fleeces are suitable clothing but low cut shirts or vest tops are not considered part of the dress code. Long sleeved garments are recommended for those working with pupils who bite, scam or pinch
- Dangly jewellery should not be worn, especially earrings, which can be easily ripped out. Rings or watches that may cause injury to a pupil should **not** be worn to work. Sunglasses should only be worn outside (not on top of head as a fashion accessory!)
- Hair should be tied back if it is long and you are working with pupils who are likely to target your hair. The use of head scarves, hats and caps may be used by staff for extra support **when working with** individuals who are likely to pull hair
- Scarves or ties should not be worn around the neck as these present a health and safety hazard
- Chewing gum is prohibited at Heronsbridge School

Use of mobile phones

Whilst mobile phones may be needed in an emergency, particularly when off site, the use of mobile phones in school is prohibited when in class or when supervising pupils in other areas on and off site. Staff misusing mobile phones will be subject to disciplinary procedures.

Codes of Behaviour

Both staff and pupils have agreed two codes of behaviour. These will operate throughout the school. The two codes are:-

General

At all times pupils will:

- Show respect and consideration for other people and their belongings and the environment of the school.
- Be sensible and polite and when walking around the school, keep to the left.
- Keep the school environment tidy.
- Help each other to do their best
- Always use appropriate language
- Share with each other
- Ask for help if they have a problem.

Classroom

In all lessons pupils will:

- Respect staff, fellow pupils and equipment
- Listen to and follow instructions carefully
- Make sure they do not distract or disturb the learning of others
- Follow all safety rules
- Work to the best of their ability

Rewards and Sanctions

Formal rules should be kept to a minimum and have to be mutually agreed upon where possible. In this way, all have shared ownership of the rules and everyone is more motivated to keep them. Rewarding required behaviour is far more effective than punishment.

Rewards

Many learners enjoy satisfaction from completing their assignment or task and some learners enjoy the public announcement. Others may find the process difficult to cope with and so it is important that a schedule of rewards is drawn up which takes into account individual responses. It is important that other people are aware of success, including classmates, staff and parents. Individual systems are in operation in different classrooms to accommodate teachers and the differing needs of class base e.g. star charts, points, targetable rewards, reward menu's, target rewards. Heronsbridge School uses Brilliant Blue and On the Way Orange to assess pupils' learning.

Sanctions

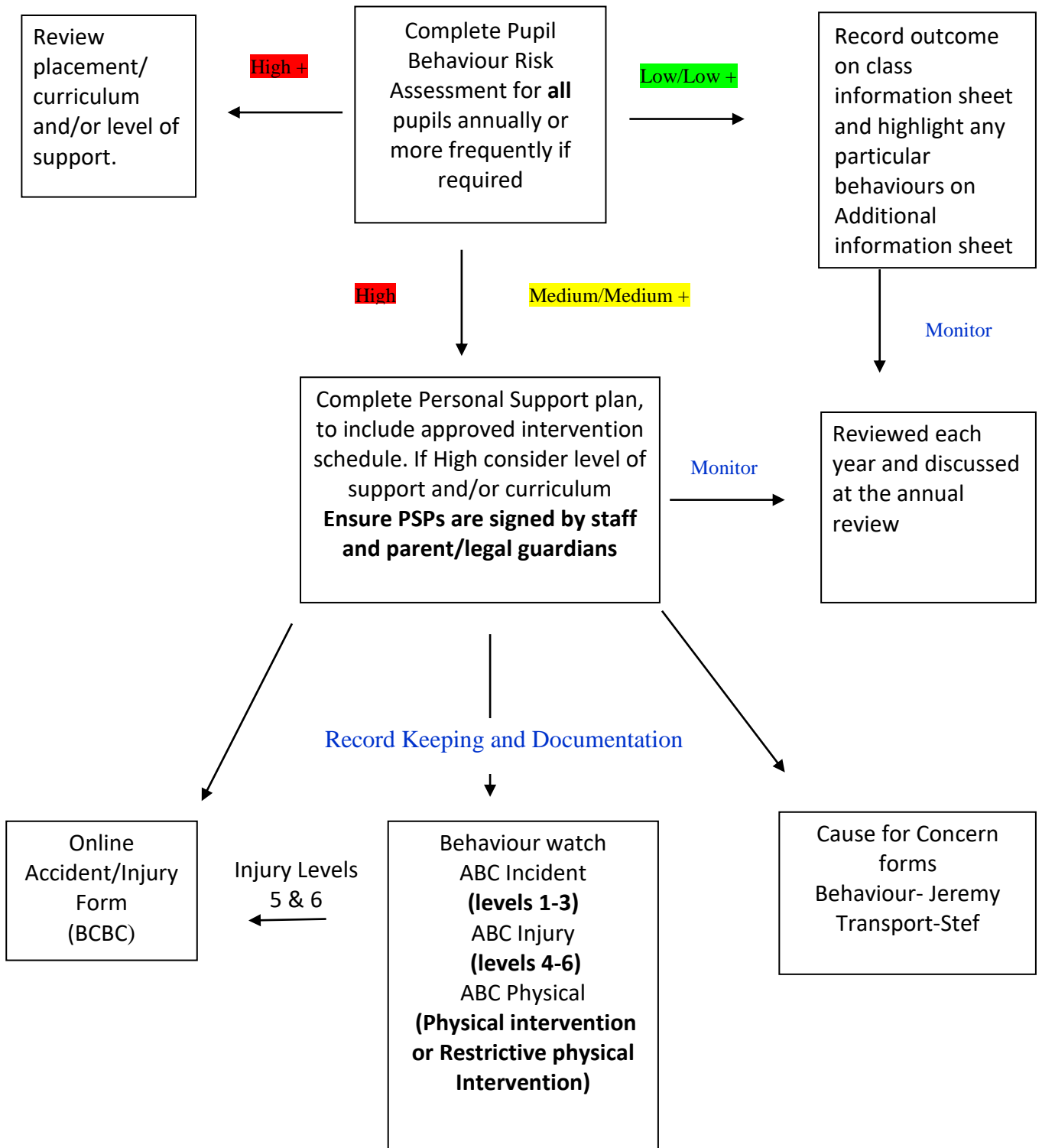
Sanctions are the least effective means for learners - the maxim "Praise publicly, criticise alone" is still applicable for a number of reasons. Being corrected can arouse negative feelings and foster frustrations and hinder learning. It can also give the pupil status in the eyes of his peers in a negative way. Attention should be drawn to *desired* not undesired behaviour. Sanctions need to be considered carefully for individual pupils and where possible be discussed with the pupil.

Reading the Policy

It is the responsibility of all staff to read this policy and sign the declaration to say that they understand the contents and will follow the policy and procedures outlined in this document.



Protocol for Assessing, Recording and Documenting Behaviours of Concern





Behaviour Watch Reporting and Actions

Real time notification emails to SLT/H.O.D and identified personal ABC incident/injury/Physical

**Behaviour of concern is logged onto behaviour watch by Staff
Within 48 hours of incident**

Increased number of ABC incidents for pupil/class are reviewed by PST and classes contacted directly by a PROACT-SCIPr-UK® Instructor to provide support

Psychology students prepare weekly report on all incidences (reviewing all BW from previous week) and hand to Sylvia

Use of Restrictive PI
Staff member(s) report this to Jeremy as soon as possible (by end of day) for a debrief.
Staff member to take a print out of BW report to the meeting and monitoring of RPI documentation if necessary
Copy of debrief to be given to Sylvia

Staff & Pupil Injuries/Physical
Line manager to speak to staff informally as soon as possible after the incident to ensure that they are ok

Sylvia/Helen will debrief staff at earliest opportunity (Staff & Pupil Injury and Physical interventions)

Concerns arising will be discussed in PST/class teacher

Sylvia completes a half- termly report of all injuries, physical and Restrictive PI for SLT and governors

All persons signed below have read, understood and agreed to the School Behaviour Policy

Name	Signature	Date