



Heronbridge School

Policy: Behaviour Support

Coordinator: S Fowler, J Evans

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

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
- Relationships and Well-being Policy
- Anti-Bullying -pupil policy
- Safeguarding Policy
- Digital safety 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 soon as is 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 establishes and maintains a supportive and consistent learning environment which enables pupils to maximise their learning opportunities and improves the wellbeing for pupils and staff.

Examples of Proactive strategies (addresses need before problem arises)

- A structured daily routine (scheduling and predictability)
- Communication strategies appropriate to the needs of the individual
- One voice
- Consistency
- Celebrating success
- Opportunities to make and express choices
- Clearly defined expectations of behaviour with rewards and *if appropriate*, sanctions
- Tasks appropriate to the needs of pupils
- An understanding that all behaviour is communication (in order to get needs met)
- Meeting sensory needs, sensory regulation and sensory diets

Examples of Active strategies (helps pupils calm so needs can be addressed)

- Change of staff
- Redirection
- Lower demands
- Time and space to regulate
- Reducing proximity
- Addressing physical needs
- Addressing sensory needs

Escalators of behaviour

Sometimes we can inadvertently cause a pupil's behaviour to escalate through our own responses to the situation. When a pupil is dysregulated, they are becoming emotionally overwhelmed and may be fearful, angry, anxious or upset. They are not able to think logically and struggle to control their behaviour. We may also subconsciously be feeling fearful, anxious or frustrated which can be communication by us through non-verbal cues, body language, tone of voice or language used. The pupil will pick up on these cues, which make them feel more unsafe resulting in a fight, flight or freeze response.

Common escalators

- Telling a pupil to calm down
- Making unrealistic demands on a child
- Shouting at a pupil
- Getting into a pupil's personal space
- Using too much language

- Using confusing ambiguous language
- Not allowing sufficient processing time
- Giving too many choices
- Our tone of voice
- Our body language
- Our own window of tolerance
- Too many people involved (one voice)
- Making promises you can't keep
- Remaining in the situation (change of face/staff works better)
- Mixed messages/inconsistent approaches or strategies-very confusing
- Our own fears and anxieties -physical and emotional responses
- Our beliefs, values and attitudes

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.

Staff should consider the emotional and social development of each pupil, as well as their stage of development, learning needs and abilities, with clearly defined expectations and realistic targets so that all pupils are engaged, achieve success and are challenged appropriately, academically and socially.

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.

Use of Wellbeing Rooms

Wellbeing rooms serve as a safe, supportive space where pupils can regulate emotions, manage sensory sensitivities and access tailored support. Its key purposes include (but are not exclusive too; emotional regulation, sensory support, therapeutic support and social skills development). Pupil's are encouraged to identify the need to seek the use of a wellbeing room, but may also be taken there as a proactive or active strategy if the staff member feels the pupil would benefit from an activity in the wellbeing room.

Appendix 1: Further information on wellbeing rooms

Bullying

All forms of bullying, including online bullying will not be tolerated. Information and procedures regarding bullying is found in the Anti -bullying, Safeguarding and Digital safety policies.

PREVENT Duty (Radicalisation)

For further information on this, please refer to the school's safeguarding policy

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 and as required to consider any changes in behaviours of concern. 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 provide details of 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 2: 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 Watch. 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) by the teacher, using a pupil referral form. Meetings are held weekly and teachers who attend a meeting with concerns about a pupil will have the opportunity to openly discuss issues and develop a range of options to support the pupil and staff

The PST team will assign a relevant professional to provide additional support to the pupil (e.g. ELSA, Behaviour support team, 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 pupil's 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 3 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.

Appendix 4-Heronsbridge School dress code

Use of mobile phones

Mobile phones are not ordinarily permitted in school however there are some exceptions, mobile phones SHOULD be carried for emergencies, Safeguarding and Health and Safety reasons. Examples of when a mobile phone should be carried are: Any offsite trips, College, while doing the mile walk, or if you are lone working with pupils around school grounds i.e. Orchard, kitchen garden etc. They are NOT to be used in classrooms or play areas unless for the exceptions as listed above, this also applies to any smart watches. Staff misusing mobile phones will be subject to disciplinary procedures.

Codes of Behaviour

In order to ensure pupils can learn and staff can work, in a calm, safe, and supportive environment, the following codes of behaviour, which reflect the school's values should be followed by pupils and staff:

- Show respect and consideration for other people, their belongings, equipment 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.
- 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 your ability

Rewards and Sanctions

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 considers 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 of encouraging good behaviour for learners - rewarding required behaviour and modelling expectations is far more effective than punishment. 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.



Wellbeing Room



Wellbeing Room

This wellbeing room serves as a safe, supportive space where pupils can regulate emotions, manage sensory sensitivities and access tailored support. It's key purposes include;

Emotional Regulation; Providing a calm environment for students to de escalate

Sensory Support; Equipped with sensory friendly resources (e.g. soft lighting, quieter environment, sensory toys)

Focused Learning; Offering a quieter space for pupils who need to re engage in tasks away from the classroom environment to ensure they are ready to learn or work on individual targets

Therapeutic Support; A space for targeted interventions e.g. ELSA, Floortime, Intensive Interaction

Encouraging Independence; Helping pupils to develop self-regulation strategies to manage their emotions and learning needs.

Social Skills Development; A structured controlled, safe space for pupils to practice social interactions in a lower stress setting







Personal Care; A safe environment where pupils intimate personal care needs can be supported when transitioning to other areas are challenging.



Wellbeing Room



Examples of activities undertaken


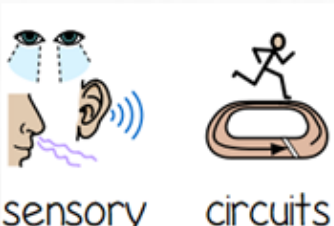

Activity	Intended Outcome/s
<p>Regulation</p> 	<ul style="list-style-type: none"> • Space and time for pupil to de-escalate • Providing opportunities for pupils to manage their own behaviours • Providing activities to support pupils regulation
<p>Floortime (also known as DIRFloortime®)</p> 	<ul style="list-style-type: none"> • Promote individual pupil's development through a respectful, playful, joyful, and engaging process • Work on targets which aim to support the development of the capacities for self-regulation, engagement, communication, shared social problem solving, and creative, organised, and reflective thinking and reasoning
<p>Sensory Curriculum (examples not exhaustive)</p> <div> <div> <p>atmospherics</p>  </div> <div> <p>massage</p>  </div> </div>	<ul style="list-style-type: none"> • Atmospherics—a combination of music, colour, fragrance and fabrics to stimulate the senses with a relaxed environment • Massage—promoting the wellbeing of pupils as nurturing touch is a basic need and can help children develop
<p>Motional</p> 	<ul style="list-style-type: none"> • Opportunities to carry out activities suggested from pupils bi annual motional assessments which aims to measure, positively impact and report on emotional health
<p>mindfulness</p> 	<ul style="list-style-type: none"> • To practice and use mindfulness techniques used in class in a quieter environment to support self regulation



Wellbeing Room



Examples of activities undertaken

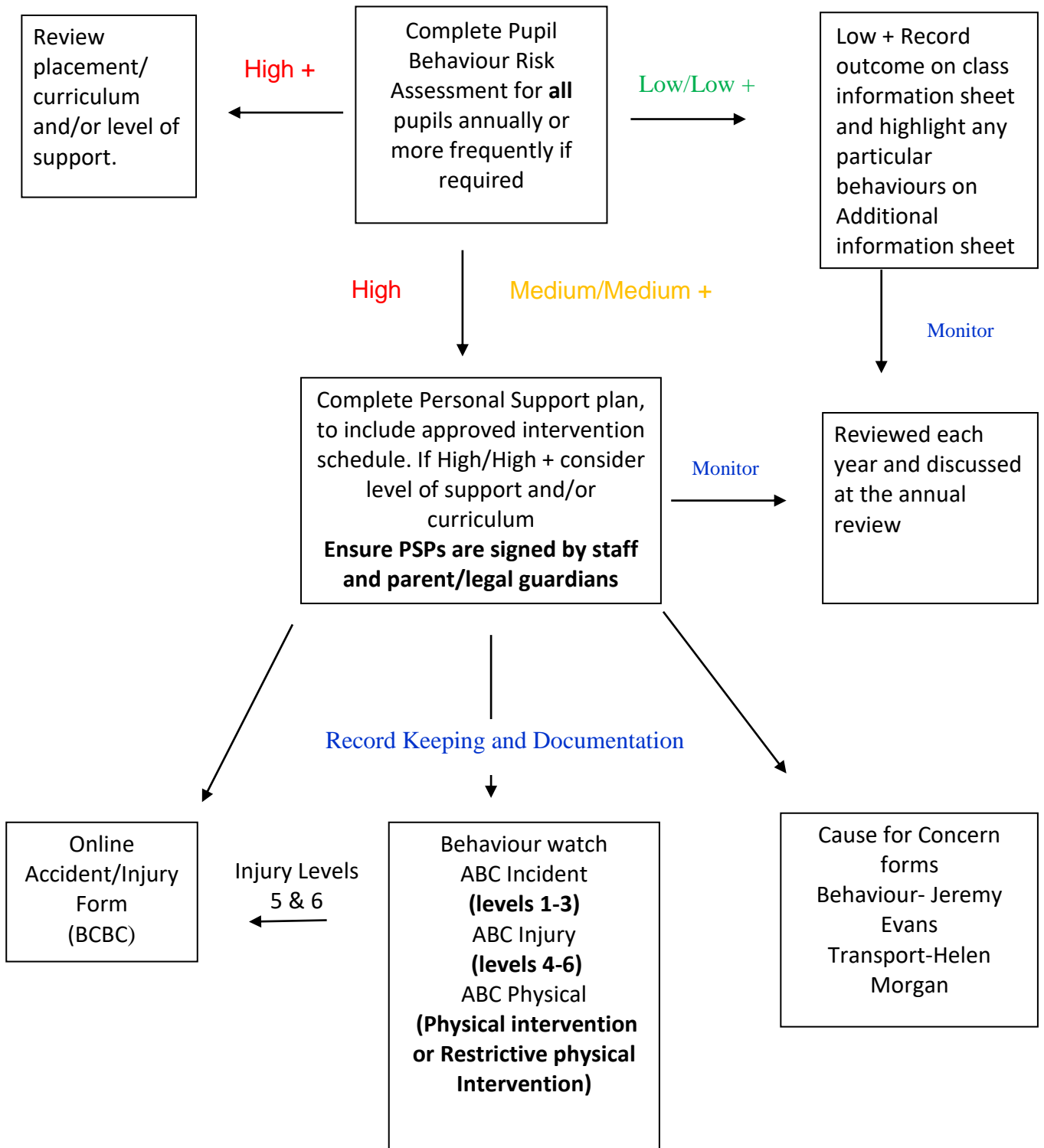
Activity	Intended Outcome/s
<p>Therapeutic Support</p> 	<ul style="list-style-type: none"> • ELSA—Targeted work with school ELSA's to support the emotional wellbeing and social difficulties • PST activities—Targeted activities suggested by the Pupil Support Team e.g. social skills, turn taking • Individual Targets—A quieter space to re engage in learning activities not able to be completed in a classroom environment
<p>Sensory Circuits</p> 	<ul style="list-style-type: none"> • To carry out a short plan of physical activities that enables children to achieve an optimum level of alertness • To work on specific fine and gross motor activities to support self regulation and sensory diet needs in a quieter, safe space.
<p>Rec/Leisure Activities</p> 	<ul style="list-style-type: none"> • Opportunity for pupils to use space to take part in some favoured activities such as jigsaws, cause and effect toys etc. • Opportunities for pupils to have space to carry out their rewards achieved through their brilliant blue or working towards

All activities undertaken in the wellbeing room should ultimately enhance and work on skills, that meet the diverse individual needs of the pupils, that support them in being ready to engage in their learning and be in an optimum state to learn in a classroom environment. Activities should support the development of pupils' social, emotional and wellbeing needs enabling them to gain tools to manage their self regulation.

Appendix 2:



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 (24 hours if a Restrictive Physical
Intervention has been used)**

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) and to arrange a debrief. (AHT may debrief in the absence of HT)
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

A PROACT-SCIPr-UK® instructor 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



Heronsbridge School Policy: Dress Code – Staff

Coordinator: L Williams

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 42- Every child has the right to know their rights

Adopted 29/6/2016

Last Reviewed 5/2025

Next Review 5/2025

Policy Statement

Heronbridge recognises that all employees act as representatives of the school and should therefore be dressed accordingly. The way in which staff dress and present themselves plays an important part in the image the school portrays to students, parents and the general public. For this reason, you are asked to be aware of the presentation of yourself and to adhere to the dress code policy at all times.

Dress Code Requirements

- Discretion in style of dress and behaviour is essential to the image and the safe and efficient operation of school. Employees are expected to dress in a manner which is appropriate to their working environment and to the type of work performed. Employees, in conjunction with advice from their managers, may use their judgement regarding their dress code and their schedule of activities should determine work attire.
- It is expected that Heronbridge employees will apply a common-sense approach to the dress code and dress in an appropriate smart/casual manner.
- It would be expected that, on occasions when employees are meeting with external visitors from other organisations, or interviewing candidates, that they would dress in an appropriate conventional business-like manner.
- **CHEWING GUM IS PROHIBITED**

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.

➤ **Tops**

- T-shirts, polo shirts and fleeces are suitable clothing. Long sleeved garments are recommended for those working with pupils who bite, scam or pinch.
- Revealing attire such as low-cut shirts, vest tops (shoulders should be covered), revealing or see through material that exposes areas of the body usually covered in the workplace are not acceptable.
- Clothing with inappropriate slogans or pictures are not acceptable.

➤ **Accessories**

- Dangly jewellery should not be worn including earrings. Facial piercings should be removed on safety grounds. If you have body piercings, it is your responsibility to either remove them or wear protective coverings to keep yourself safe and free from injury. Rings or watches that may cause injury to a pupil should not be worn to work.
- Scarves or ties should not be worn around the neck as these present a health & safety hazard.

➤ **Trousers**

- Staff who work directly with the students are advised to wear trousers that are loose and comfortable and not tight fitting. Jeans are allowed for these staff as long as they are not ripped or frayed.
- Hot-pants/cut-off jeans/sports shorts are not acceptable, however tailored shorts to the knee would be deemed acceptable.

➤ **Dresses/skirts**

- Dress and skirt length should be to the knee or below and which allow you to sit comfortably in public.
- Tight skirts that ride halfway up the thigh are inappropriate for work.
- Mini-skirts, sun dresses, beach dresses, and spaghetti-strap dresses are inappropriate and should not be worn.

➤ **Footwear**

- Staff working with students should wear trainers, or similar flat and fastened shoes.
- High heels, clogs (Crocs), open toed sandals and flip-flop type shoes are not permitted.

➤ **Hair**

- In the interest of safety and hygiene long hair should be tied back at all times.
- 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.

➤ **Nails**

- In the interest of the health & safety of our pupils, it is advisable that nails are kept to a reasonable length. Acrylics and false nails can cause injury to the students and cannot be worn.

Please note when working with students with significant behaviours of concern, ie. Biting, kicking, scrambling, you should take further measures in your dress code, ie. Long sleeves/long legged trousers.

Any injuries which occur whilst not adhering to the dress code may affect any sick leave entitlement.

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

Name	Signature	Date