

**BILLING BROOK SCHOOL**

**Positive Management of Behaviour  
Behaviour & Discipline Policy**

**Original Policy Date: April 2009**

**First Review : Autumn 2009**

**Second review: October 2010**

**Third review: Autumn Term 2011**

**Fourth Review: Summer Term 2012**

**Fifth Review: 2013 – 2014 on conversion to Academy**

**Next Review: Summer Term 2015**

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## **Billing Brook School Positive Management of Behaviour**

### **Context Statement**

Billing Brook is an all age Special School (3 – 19) for pupils with a complex and diverse Needs. The needs include moderate and severe learning difficulties; Speech, Language and Communication needs; Oppositional Defiant Disorder; ADHD and Autism.

Any school policy or whole school approach needs to be adaptable and able to flexibly meet the complex needs of our pupils and no more so than the **Positive Management of Behaviour**.

### **1 Aims and expectations**

**1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

**1.2** The school has a number of school rules, but the main aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. At the start of the academic year and on other appropriate occasions, the class teacher discusses the school rules/code of conduct with their class or within particular lessons i.e. PE; Science; Food technology who have an emphasis on safety. In addition to the school rules, each class also has a classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' or form time as appropriate, as well as individually.

**1.3** The school expects every member of the school community to behave in a considerate way towards others. We recognise that each child is an individual whose needs and understanding of this will be dependent upon their own view of the world around us.

**1.4** We treat all children fairly and endeavour to apply this behaviour policy in a consistent way.

**1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

**1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

**1.7** The policy acknowledges and upholds the school's legal duties under the Equality Act in respect of safeguarding and in respect of pupils with special education needs and disabilities (SEND)

## 2 Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- Staff congratulate children immediately (verbal praise);
  - “Success Leaves”
  - Achievement Assembly – show and tell work;
  - Individual class charts and tokens;
  - All classes have an opportunity to lead an assembly where they are able to share with others information about their work, a celebration in itself
  - Certificates of achievement – academic; social and pastoral
  - End of Year Celebration Assemblies – parents and families invited
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2.2 The school acknowledges all the efforts and achievements of children, in school and encourage children and parents to share the successes out of school.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation taking into account each individual child’s needs.

Our sanctions include:

- Remaining behind after the lesson to discuss behaviour or make up work
- Loss of playground activities during break or lunch break
- Removal from lesson to work away from others
- Behaviour charts – focusing on target behaviour on a lesson by lesson basis
- In more extreme cases pupils will not be allowed to go on offsite activities, especially if there is a health and safety issue

### Use of safe spaces/ calm rooms& areas

Within the school there are a number of smaller spaces to help children to manage their own behavior when distressed or challenged. At Billing Brook we call them a safe space/time out or calm rooms (dependent upon where they are in the building).

These spaces have a multipurpose role – dependent upon the need at the time of the incident

### The Purpose of the Safe Space/Time Out/Chill Out rooms

- To enable children who are distressed, angry, violent or in an agitated state to spend an appropriate period of time, in privacy, in a safe place, in order to regain composure.
- For some pupils, their individual behavior plans include, as part of a managed strategy access to these areas, to support them. They are used for the minimum amount of time required.
- Alternatively this space can be sometimes be used for pupils who require a more staff directed time “Time Out” – in some cases to avoid or limit the use of restrictive physical intervention (Team Teach).

### Time Out/Isolation

In the most recent DfE “Behaviour and discipline in schools – advice for headteachers and school staff” document states in paragraph 42 that a school “can use a separate room when it is in the best interests of the child and other pupils. Any use of isolation that prevents a child from leaving a room of their own

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free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others.”

Billing Brook defines exceptional circumstances as being when it would be more physically distressing for the child to be restrained; that a restraint may potentially last for a significant period of time, which in our opinion is not healthy for child or adults; that the child is using force directed at other pupils and staff, and needs to be prevented from harming themselves; other people or the property.

It would be at this point that the fob system would be activated to ensure that the pupil could be prevented from leaving the room.

### Description of spaces

- All rooms/areas have a view panel and in some cases a high level viewing mirror in order to ensure children can be seen at all times.
- Rooms/spaces are not key locked, on some doors there is a night security key lock, which can only be secured by the master key. Master keys are not issued to staff. They are held by the Headteacher and site facilities manager.
- During the daytime the school fob system is available to activate on the door if required
- The satellite calm room is a large room and staff are required to be physically present in the room with the child, due to its unusual shape.

### General Practice of usage

- Children who need peace and quiet or space on their own, for whatever reason, can take themselves to the room, with permission or guidance from staff
- Children are encouraged, as part of their social skill development to ask or to signal they need to go to the safe space.
- Some children, as part of their positive handling plan have this area as an identified safe place.
- Children may be escorted, using a team teach technique (single/double elbow) to the safe space Time out room and placed in this safe space. A level 3R incident form will always be completed in this case
- The child will never be left unattended and should be observed either from within the room or outside via the view panel.
- If the door is open – staff can sit by the child or just outside the door
- Once in or at the room the child will be given every opportunity to settle and regain emotional stability. The adult will only begin dialogue with the child and attempt to resolve the situation, at an appropriate time. Staff are instructed NEVER to take eyes off the child/young person. Signs on the doors serve as a reminder to this.
- The child will be encouraged, if appropriate to talk through the antecedent behaviour that lead to the situation. In most cases it would be hoped that the child would be able to return to class once any reparation has been made.
- Ask the child/young person, would they like the door to be open or closed; ask if they would like you to be sitting with them in the calm area; ask if they would like to sit outside the room for a short while, whilst calming. Whatever you do – give them options.
- Children will only remain in this safe space, for the **shortest possible time**, and may move to another area for further discussion and independent work – if appropriate.

If a child is extremely distressed and violent/challenging, a senior member of staff, or the pupil support manager should always be alerted, in order to support the lead member of staff.

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- A record will and is always kept of time spent in the room. The calm room /safe space book is located outside of each of the doors. The information is transferred electronically onto our behaviour watch system, to ensure analysis and a permanent record
- The frequency of its use will be monitored by the senior manager of the department and by the headteacher
- Parents are informed via their home school book, telephone call or by letter that their child has been distressed and the action taken by the school.
- Opportunities for staff to debrief, particularly if the situation has been physically challenging will be made.

#### The identified areas are used to:

- Ensure the health and safety of pupils at all times being aware of any requirements in relation to safeguarding and pupil welfare
- Ensure that a pupil is kept in a safe space/time out room for the minimum amount of time necessary to calm them down or settle them so that they can return to lessons and
- All use of safe spaces and time out rooms are recorded immediately with the information transferred as soon as possible onto the Behavior Watch recording system.

#### Searching/reasonable force and confiscation

The school follows the requirements and advice contained in **Behaviour and discipline in schools** (Department for Education February 2014)

#### Behaviour Management and Support Strategies

For many of our pupils, challenging behaviour is usually communication borne out of responses to situations and demands. This may be the only way our pupils have of gaining attention, expressing feelings, expressing needs or refusing to engage. Be mindful of this when considering an appropriate mode of action or response to behaviour.

#### Step One - Analysing Behaviour

The Intervention stage of managing behaviour at Billing Brook requires staff to use their own professional judgement to analyse behaviour or incident that has occurred. Due to the broad range of disabilities and general social understanding that our students have, an individualised approach to managing behaviour must be implemented.

Therefore, in order to respond to a behaviour or incident appropriately, it is vital that staff analyse each situation accordingly to determine the most appropriate form of intervention. Analysis of these behaviours and incidents can be done by using a STAR (Settings, Triggers, Actions, Results) approach and taking into consideration each student's individual needs and difficulties as described within their Individual Behaviour Management Plan (IBMP)

#### The STAR Approach: *Analyse these aspects of the behaviour or incident*

Settings	<i>Environmental</i> <ul style="list-style-type: none"><li>• The physical aspects</li><li>• The social interactions</li><li>• The activity being undertaken</li></ul>	<i>Personal</i> <ul style="list-style-type: none"><li>• The pupil's well being</li><li>• The pupil's psychological state</li></ul>
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		• The pupil's thoughts and moods
Triggers	Triggers occur just before the action. They are signals that 'set off' the specific actions.	
Actions	Actions are the observable behaviours. The STAR approach starts by describing the behaviour accurately.	
Results	Results follow an action. This is where we try to understand why the action occurred and where we intervene. Results influence the chance of a pupil repeating that action on other occasions. If a result was not successful we may have to re-analyse it in order to intervene appropriately.	

**BOXALL Profile** – the school has introduced a baseline assessment called the Boxall Profile for some children. This profile enables an analysis of behaviour and a programme to be developed with and for the individual child. In close partnership with staff, parents and carers, a programme is devised by the Pupil Support Manager to help address challenging behaviours.

### RECORDING and REPORTING INCIDENTS

The school records all behavior incidents on behavior watch, using a series of proformas.

Proformas for all serious incidents are signed by the staff and hard copies of incidents filed.

It is school policy that **All** incidents must be recorded electronically before staff leave site and handed to the department manager, in the event that this cannot be completed this needs to be authorised by the department manager before the member of staff leaves the site, to ensure a member of the senior leadership team is aware of the incident.

Department managers are responsible for following through the incidents, recording any discussions with parents and informing the Headteacher of any serious incident.

Profomas of documentation are kept in a department folder and any electronic copies placed in the individual pupils folder on the U drive.

The Pupil Support Manager records all incidents on the pupil database, Behaviour Watch, which is analysed at least on a termly basis and in more regular or serious incidents, immediately.

Where a pupil is causing concern, in relation to their behaviour, the analysis of the incidents impacts on the next actions, which may include:

- Meeting with staff and /or parents to discuss concerns and developing an action plan, with timed review
- Review of IBMPs and current practice
- Identify any training needs
- Multi agency meetings
- Involvement of EP or other specialist team i.e AFAT
- Referral to School Doctor or other specialist service i.e CAMHS or CTPLD

### 2.4

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of

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such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All pupils in the school have an individual behaviour management plan, which is developed with class teacher, support assistants and parents or carers. The behaviour management plan is reviewed after any serious incident and on an annual basis as a minimum expectation. The IBMPs can be found in the PIFs and on the G drive in the individual pupils files.

### 2.5

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The school has adopted the Team Teach approach to the physical management of pupils. There is a clear protocol and expectations relating to the recording of any form of physical management.

### Team Teach Principles

It is important to remember that in line with our expectations most pupils behave well most of the time. However, in some extreme cases, physical intervention may be needed and this must be done in controlled and expert ways using Team Teach principles.

Behaviours that may be observed at Billing Brook School have been divided into 3 categories with level 1 being minor behaviours and level 3 more severe challenges and level 3 R if a restraint (restrictive physical intervention) is involved.

The table below provides some examples of the different levels of behaviours that may be observed. Please remember that this is not a complete list and that there will obviously be 'grey' areas where a behaviour cannot be clearly defined at a particular level.

Level 1	Level 2	Level 3
Not on task	Refusal to work / accept help from staff	Continuous Violent behaviour towards staff or students.
Disrupting others	Destruction of their own or other pupils' work	Repeated incidents of bullying and intimidation.
Not listening / asking questions constantly	Spitting	Racial, sexual orientation or disability abuse or harassment.
Unsafe movement around the classroom or school	Minor vandalism	Damage to property or building.
Minor bad language	Continuous targeting an individual for bullying	Stealing
Name calling / verbal bullying	Refusal to follow instructions	Demanding money.
Asking for a preferred activity constantly/ work avoidance	Abusive and threatening behaviour	Sexual intimidation of others
Laying on the floor/being	Self injury	

oppositional		
Leaving the classroom and wandering the school	Persistent level 1 behaviour	

**Level 1** : Low level misbehaviour that can be effectively managed by teachers and support staff

**Level 2** : More serious behaviour that may not be so easily managed and may need the implementation of support plan and/or advice from the Pupils Support Manager or specific advice for pupils with ASC from the Deputy Headteacher or the other department managers.

**Level 3** : Very serious misbehaviour that is not easily managed will be referred to Leadership team/ LA external agencies – EP team

Where pupils require a physical management programme, due to their special needs, the school will agree with parents or carers the appropriate form of recording and monitoring behaviours. This is called a behaviour management plan, which complements and supports the individual education plan. The plan is reviewed as appropriate and discussed with parents.

In the interests of health and safety it maybe necessary for a small number of pupils to wear wrist straps or handling belts to enable them to take part in activities both on and off site. We respect parental wishes regarding this, as it is considered a form of restraint. Should a parent decline or oppose the use of a wrist strap or similar, the school will undertake a further health and safety risk assessment to decide whether a child can take part in off site activities.

### **3.0 Understanding the behavior of Pupils with an Autistic Spectrum Condition**

A significant number of our pupils have an ASD and therefore, due to the very specific needs of young people with Autism the following guidance needs to be adhered to

#### **Guidance for pupils with Autism Spectrum Conditions**

For students with ASC and associated pervasive developmental disorders it is important to allow sufficient time for thinking and responding; failure to do so can result in a sense of failure and extreme frustration. It is also necessary to structure and 'break up' a lesson (eg insert a relaxation/choice activity) of an hour's duration in order to provide the extrinsic motivation that students with ASC require. Students with ASC have low intrinsic motivation and rely heavily on extrinsic motivation and rewards to help them complete their work. Some students may respond well to receiving merits, however for many, more immediate or 'tangible' rewards are appropriate. It is important to ensure that students know exactly how much work is expected of them: this may be in terms of quantity (in trays or itemised) or a stimulated duration of time, measured by a timer or denoted on the clock.

In situations where members of staff need to intervene to manage the behaviour of a pupil with Autism Spectrum Conditions, the principles outlined in the Team Teach approach should be adhered to. In addition, the staff should bear in mind the following:

#### **1. Communication**

It is most likely that the behaviour is not confrontational but occurs as a result of not understanding the situation. Be aware that we may be inadvertently threatening the pupil's structure / security.

- Use a calm voice and use minimal language when dealing with the situation; allow time for the language to be processed and understood before repeating instructions.
- Use the same key words in each repetition and always redirect to an appropriate activity area.
- Ask yourself the following :
  - Was my communication clear ( to the student)
  - Was my communication at a level and using means that a student could understand?
  - Did I have the student's attention?
  - Did I allow enough time to process the communication?
  - Is the student able to communicate to me what they want/need?

## **2. Flexibility of Thought and imagination**

In order to feel sufficiently calm to learn, students with an ASC need a sense of safety and predictability, order and routine.

Ask yourself the following:

- Has the environment changed without sufficient warning or preparation?
- Have too many new factors been introduced at once?
- Has an established ritual been interrupted unintentionally?
- Has a school routine been changed or dropped too early?

## **3. Social Understanding**

Recognising their own feelings and motives of others as well as having an innate ability to empathise with others will be a challenge for our ASD students.

Ask yourself the following:

- Did I expect the student to infer what was required of them?
- Did I expect the student to show empathy at a level beyond their ability?
- Did I expect the student to act on social rules that had not yet been taught?
- Did I expect the student to read facial expressions/body language without additional support?.

## **4 The role of the Teacher**

**4.1** It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. However, we acknowledge that ALL adults within the school are responsible for the management of pupil behaviour and the consistent implementation of this policy.

**4.2** All adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

**4.3** All adults are expected to treat each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

**4.4** If a child displays worrying or regular challenging behaviours repeatedly, the class teacher keeps a record of all such incidents using the school proformas which are stored by the department manager on a daily/weekly basis, In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Pupil Support Co-Ordinate and/or the department manager.

**4.5** The department manager liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may in agreement with the

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department manager for example, discuss the needs of a child with the education social worker; social workers; AFAT or external behaviour support services employed by the school

**4.6** The class teacher reports to parents about the progress of each child in their class, in line with school policy. The department manager or Pupil Support Manager may also contact a parent if there are concerns about the behaviour or welfare of a child. The school records both behaviour concerns and welfare concerns about individual children.

## **5 The role of the Headteacher**

**5.1** It is the responsibility of the headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

**5.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour

**5.3** The headteacher keeps records of all reported serious incidents related to behaviour.

**5.4** The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of challenging behaviour. For repeated or very serious acts of anti-social behaviour, or serious high levels of behaviour which have significant health and safety risks, which cannot be reduced, the headteacher may permanently exclude a child. The headteacher will follow the procedures relating to exclusion as set out in the most recent DfE guidance on exclusion.

## **6 The role of parents and carers**

**6.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

**6.2** We explain the school rules in the school prospectus, and we ask and expect parents to read these and support them. We explain school rules to children in child friendly language so they can be understood.

**6.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

**6.4** If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the school to discuss the matter with the Deputy or Assistant Headteacher. They will then investigate and report back to the parent. If the concern remains, they should contact the Headteacher to discuss the matter. If these discussions cannot resolve the problem, the parents have a right to invoke a formal complaint. This procedure is laid down in a separate complaints document.

## **7 The role of governors**

**7.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

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**7.2** The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

**7.3** The Governors receive anonymized monitoring reports from either the Headteacher or Pupil Support Manager, as part of their monitoring role.

## **8 Fixed-term and permanent exclusions**

**8.1** Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this, as laid down in the DfE guidance. The school follows the most recent guidance from the DfE and will provide information within the expected timescales.

**8.2** If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

**8.3** The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

**8.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

**8.5** The governing body has a disciplinary committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

**8.6** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

**8.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## **9.0 Allegations against members of staff**

**9.1** All allegations against a member of staff will be fully and thoroughly investigated in accordance with 'The Dealing with Allegations of Abuse " guidance.

The school encourages staff to access specialist external support via unions and/or counselling via their GPs who may be adversely affected as a result of a significant behavior incident or allegation

Incidents of malicious accusations by pupils against members of staff shall be heard by the Headteacher in the first instance and maybe referred to the governors behaviour and disciplinary committee who shall investigate the incident further and decide on appropriate disciplinary actions to be taken having regard to the circumstances and the needs of the pupil.

## **10 Monitoring**

**10.1** The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**10.2** The school keeps a variety of records of behaviour incidents. All staff record minor classroom incidents.. We also keep a record of any incidents that occur at break or lunchtimes and use Behaviour Watch as our preferred method of recording.

**10.3** The headteacher keeps a record of any pupil who is excluded for a fixed-term period, or who is permanently excluded.

**10.4** It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

## **11 Review of Policy and Guidance**

**11.1** The governing body reviews this policy annually in line with DfE guidance.

They governors may, however, may review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

### **Legislative Links:**

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (England) Regulations 2010

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The Education (Independent School Standards) (England) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies)

Regulations 2012

DfE "Behaviour and discipline in schools – advice for headteachers and school staff" – February 2014

**Date: Original Policy April 2009**

**First Reviewed and Updated: Autumn Term 2009**

**Second Review: Autumn Term 2010 – October 2010**

**Third Review: Autumn Term 2011 – Staff working groups**

**Fourth Review: Summer Term 2012 – Whole Staff.**

**Fifth review: academic year 2013 – 2014 on conversion to Academy**

**Next review: Summer Term 2015**