



Behaviour Policy

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| Last reviewed on: | 01/2024 |
| Next review due by: | 01/2025 |

RECORD OF AMENDMENTS

| When Was the Plan last Updated? | | |
|---------------------------------|--------------|---|
| Date | Name | Detail (changes made) |
| Jan 2023 | Aileen Hosty | New Policy |
| Jan 2024 | Aileen Hosty | Updated values, aims, and policy statements, added appendices |
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1. This policy aims to:

- Support all staff to provide a consistent approach to behaviour management
- Summarise the roles and responsibilities of key personnel in the school community
- Communicate Bents Green School's approach to understanding behaviour as communication
- Create and embed a nurturing, inclusive whole school ethos that reflects the aims of the policy

2. Our school values are:

- We **nurture** relationships: We care about everyone in our school community. Unconditional positive regard is central to our approach to students, staff and the whole school community.
- We are **kind** and respectful: We will treat each other with respect and kindness, and we are considerate of each other's feelings.
- We celebrate **individualism**: Every individual is valued for who they are and what they contribute to the school. We are a school that encourages people to embrace their true selves and share their uniqueness with the world.
- We **communicate** positively: We ensure that we focus on developing positive communication with students, staff and the whole school community.
- We are lifelong **learners**: We believe that everyone can achieve and learn in the right environment and with the right support.

We use these values to underpin our approach to managing behaviour that may challenge.

3. Policy Statement

Philosophy of the behaviour policy at Bents Green School: At Bents Green School, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. We are a nurturing school and believe all behaviour is a form of communication, and our values support this. Through our Trauma Informed practises, and being attachment aware, we work together to create an environment that is conducive to learning by developing strong relationships between staff and students. We understand the importance of working in partnership with home and wider multi-disciplinary teams where appropriate.

We aim to create a safe, stimulating classroom environment built upon an ethos of high expectations and unconditional positive regard for each other. We wish to

provide an environment where students are mutually respectful, tolerant and supportive of each other.

This policy should be read in conjunction with the following school policies and guidance:

- Positive Handling policy
- Exclusions policy
- Alternative Provision policy
- Anti-bullying policy
- Safeguarding and Child protection policy
- Staff code of conduct
- Teaching and learning policy
- Supporting students with medical needs
- Accessibility plan
- First Aid
- Online safety policy
- Relationships policy
- Health, safety, and wellbeing
- Child on child abuse

This policy is based on advice from the Department for Education (DfE), and other national guidance on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Exclusions from maintained schools, academies and pupil referral units in England (September 2017)
- Keeping Children Safe in Education (KCSIE, Sept 2023)
- Searching, Screening and Confiscation Guidance (July 2022)
- Trauma informed Network Guidance
- Special Educational Needs and Disability (SEND) code of practice

4. School aims

- To ensure that all members of the school community feel safe
- To encourage relationships between all members of the school community that facilitate effective learning, and create a positive environment.
- To allow all students to develop a strong sense of morality that allows them to take on board the thoughts and feelings of all others.
- To teach students how to communicate their thoughts and feelings in a way that would be beneficial in their adulthood.

5. Key premises of our approach

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.
- Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Putting relationships first. This requires a school ethos that promotes strong relationships between staff, students and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help students feel safe, their educational environment needs to be high in both nurture and structure. Students need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of students are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for student's SEMH needs. "The parent-child connection is the most powerful mental health intervention known to mankind" (Bessel van der Kolk)

6. Responsibilities

Staff Responsibilities

- Behaviour Management is the responsibility of **ALL** staff at Bents Green.
- All staff will keep accurate records of all behaviour incidents on CPOMs, and within 24 hours of the incident
- All staff will understand the school values that underpin this policy
- All staff will report any serious incidents to a member of the behaviour team or SLT as soon as possible

- Cherish and prioritise relationships with students and their families
 - Be consistently calm
 - Model the behaviour we wish to see
 - Always give students a fresh start as required
- To contribute towards the creation of Risk Assessments and Individual Support Plans
- All staff will ensure that temporary or new staff in their class are aware of all safety information and student support plans
- All staff will focus on developing their knowledge of the students they work with and understanding the primary strategies they need to reduce risk of increased stress and crisis behaviours
- All staff will ensure that students are engaged with high quality teaching and welcoming environments adapted to meet individual needs

Governors

- There will be a named governor responsible for behaviour.
- Governors will monitor, review and amend the policy, at least annually.
- Governors will monitor and review behaviour data and provide strategic challenge to the Headteacher

Headteacher

- 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. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- To support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- To monitor and review all serious incidents
- Only the Headteacher can make the decision to exclude/suspend a student. This will only be considered when it is deemed unsafe or disruptive for the student to be in school. Necessary adjustments must be made to make the environment safe for the student to return, this will happen in consultation with parents/carers and other professionals where appropriate. A Restorative discussion should be carried out before the student returns to school. Arrangements should be made for education at home in the first five days of a suspension.

- To ensure that all relevant agencies are informed of any concerns regarding behaviour, in particular when there is a risk of suspension or exclusion.

Senior Leadership Team

- Oversee the implementation of the behaviour policy across the school.
- Liaise with outside agencies with regard to general behaviour policy procedures.
- Monitor and evaluate the effectiveness of the behaviour policy.
- Support staff in dealing with individuals who present with behaviour that challenges.
- Coordinate training for staff.
- To oversee the Behaviour Team, and coordinate the support and responses to staff teams
- To monitor and review all behaviour incidents, assigning actions where necessary
- To monitor and review all interventions
- To analyse behaviour data and develop whole school responses to any trends
- To ensure that students still receive their education during periods of suspension
- To ensure that for a looked-after child (LAC) is likely to be subject to a suspension or exclusion, the local authority's Virtual School Headteacher (VSH) is aware as soon as possible.

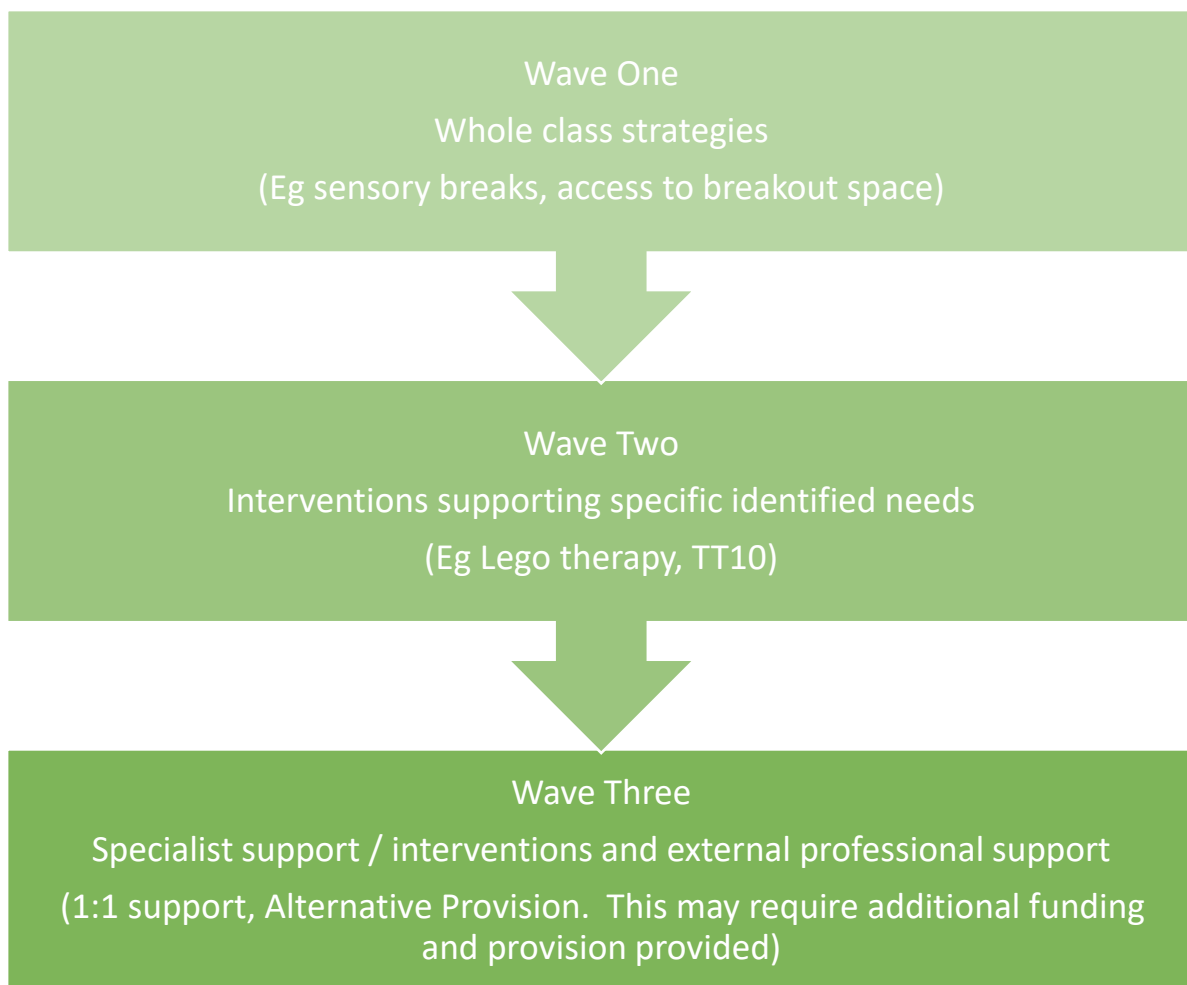
Behaviour Team

- To support staff in dealing with those students that are struggling to access learning
- To care for the needs of students who are unable to access learning
- To use specialist techniques of de-escalation, deflection and reparation in order to reduce the loss of learning time to a minimum
- To provide specialist advice and guidance for staff on all aspects of behaviour management including positive handling
- To keep clear and accurate data records on incidents that can be used to inform intervention and behaviour planning
- To develop individual support plans in conjunction with staff, students and parents/carers
- To provide de-brief sessions with staff teams after serious incidents to develop reflections
- To provide short term focused interventions for specific students

7. Additional information:

A Graduated Response

Students have a wide range of individual needs which change over time. As such, a flexible approach within an overall structure of consistency is required. Whilst we envisage that our Wave One intervention support (please see below) will be effective for the majority of students at Bents Green School, some will require extra support. A graduated response to behaviour allows staff to support our students according to their current level of need. The diagram below provides some examples of support offered at each wave of our graduated response:



Bents Green students will be provided with support based on their level of need. Given that Bents Green School views behaviour as a communication of need, frequent behaviour will be seen as an indication that level of support may need to be reviewed (e.g. a child receiving support at Wave One would begin to receive assessment and support at Wave Two). Decisions about the level of support required will always be made in consultation with the student, their parents/carers and external professionals as appropriate.

Searching

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. If staff feel there are reasonable grounds to suspect that a student may have a prohibited item (detailed below) then the Headteacher, a member of SLT or a member of the Safeguarding or Behaviour Team will be conduct a search there will also be another member of staff witnessing.

The list of prohibited items is:

- knives and weapons (and replica weapons);
- alcohol;

- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the student).
- tobacco and cigarette papers;
- vapes or E-cigarettes;
- drugs (illegal, or prescription);
- fireworks;
- pornographic images;
- mobile phones or other handheld devices with camera/recording facilities;
- any item that could be used to harm self or others.

Use of Suspension

Only the Headteacher can make the decision to suspend a student. This will only be considered when it is deemed unsafe or disruptive for the student to be in school.

Bents Green School recognises the potentially detrimental impact of suspensions and consequently tries to avoid using any form of suspension in response to behaviour that challenges us. In order to avoid exclusions, we:

- Identify and try to meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour)
- Use restorative conversations alongside the child or young person to reflect on triggers, thoughts, feelings and what might help in the future
- Use a relational approach to behaviour management
- Providing co-regulation and to support a student to understand their emotions
- Work with parents/carers and other professionals to develop and adjust approaches and levels of support

On the rare occasions that suspension is used, we will:

- Use Restorative Practice to structure reintegration meetings and reduce blame
- Hold a reflective discussion for staff involved in supporting the student
- Place the students (and parents/carers) voice at the heart of each step of the process.

- Look at what support and interventions we need to put in place to support the student
- Consider what alterations we may need to make to reduce stress and anxiety in the student
- Work with families/carers and make referrals to relevant external support agencies

Where there are repeated suspensions consideration will be given to calling an Emergency Annual Review, where all relevant people can review the needs and provision detailed in the EHCP and adjust where necessary.

Use of Permanent Exclusion

Only the Headteacher can make the decision to permanently exclude a student (this is where a student is no longer allowed to attend school). This will be a last resort, and after considerable liaison with parents/carers and all professionals involved. A permanent exclusion should only be taken when:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in school

Students can only be permanently excluded for disciplinary reasons: they cannot be excluded because school cannot meet their needs or for something which their parents/carers did or did not do.

The Local Authority have a responsibility to provide suitable full-time education beginning on the sixth school day after the first day the permanent exclusion took place.

Use of Restrictive Physical Intervention

We are a team teach trained school. This is an award-winning provider of positive behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desired outcomes and positive relationships at school. Our basis to manage all behaviour is through de-escalation and distraction. However, if this does not work, we will use recognised and proportionate holds to ensure that a child is not put at any additional risks. If this is deemed necessary for a child, a full risk assessment will be completed – parents will be informed of what holds were necessary and these will be recorded in the bound and numbered book. The risk assessment form is in the appendix.

8. Conclusion

Trauma Informed Practices underpin everything we do.

- We are committed to promoting safe practice within the context of respect and dignity.
- Our aim is for all students to build secure and trusting relationships with staff and their peers. This will enable them to learn the skills they need to regulate their emotions as independently as possible.
- All staff are responsible for helping students to regulate their emotions, stress and any resulting behaviour that challenges.
- We will continually reflect, record, plan and take action to reduce students' stressors.
- If students are in crisis or display behaviours that challenge, all staff will manage this calmly, effectively and keep everyone safe.
- A clear commitment is required by all staff to this behaviour policy in order for it to be effective.
- It is essential that over time this policy should be reviewed regularly in order to determine its effectiveness.

Appendix 1: Poster summary of trauma informed behaviour approaches

The poster on the following page provides a summary of trauma informed behaviour approaches. It could be printed out onto A3 paper and displayed in a public place (e.g. a staff room)

Trauma Informed Schools behaviour principles

What is a trauma informed approach?

Trauma informed schools tend to:

- Place **relationships** with a student's sense of safety and security at the heart of classroom management.
- Encourage **nurture, warmth, and empathy** even when the student is presenting with behaviours that feel challenging
- Promote a sense of **community and belonging**
- Take **individual circumstances** and needs into account.

Who benefits from a trauma informed approach?

Research suggests that ALL children benefit:

“When schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school’s senior leadership teams and is evident in practice, it leads to better outcomes for all”. (Banerjee, Wear and Farr, 2014)

Emotion Coaching steps:

Step 1: Recognising the child's feelings and empathising with them

Step 2: Labelling the feelings and validating them

Step 3: Setting limits on behaviour (if needed)

Step 4: Problem solving with the child.

Some suggested principles:

Prioritising relationships, empathy and feeling safe above other behaviour management principles (e.g., consequences). Using an approach such as **emotion coaching** to ensure these areas are consistently prioritised during interactions

Considering the **function** of (i.e., the reason behind) the behaviour, what **lesson** you want to teach and **how best** to teach that lesson

Understanding and meeting the need behind the behaviour, rather than using rewards and consequences to promote/discourage behaviour. Use language that reflects the need, e.g., **“attachment needing” not “attention seeking”**.

Reinforcing that the child is separate from their behaviour, e.g., by **using externalised language** around that behaviour that challenges, e.g. “The expectations are that we..., so we need to...” (rather than saying “you need to”), **using internalised language** around behaviour that can be celebrated, e.g., “you were very thoughtful when you... so you did brilliantly at showing me our “be kind” expectation”.

Differentiating expectations and approach according to a child or young person's **abilities, needs and experiences**.

“Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity).”

Guidance for parents/carers can be found here:

[Exclusion from school | \(IPSEA\) Independent Provider of Special Education Advice](#)

[School exclusion - childlawadvice.org.uk](#)

[UN Convention on the Rights of the Child - UNICEF UK](#)

Appendix 2: ISP

Appendix 2: ISP



Bents Green School INDIVIDUAL SUPPORT PLAN 202? – 202?

Name of pupil:
Aims:

D.O.B

Tutor Group:

- To ensure the safety of and others, at all times.
- To maintain the dignity of at all times.
- To ensure that is aware of what behaviours are acceptable and unacceptable, and the consequences of each.
- To decrease incidents of aggressive behaviour, directed towards or others.
- To provide consistent management of behaviour.

We have written this plan in the best interest of your child and have shared this document with you as we believe working together with parents to support our children is important. This document is a risk assessment/plan that we have put together from what we have learned and know about your child when they go into a crisis. School staff will follow this plan as much as is possible but will always make dynamic risk assessments depending on an incident that is taking place and although staff should always act in the best interest of the child and others this may mean they need to take actions not agreed in this plan to maintain everyone's safety. This document is a working document and will be constantly updated and reviewed as your child changes and we learn new ways to manage and support them before, during and after a crisis has taken place. Any changes that are made will be shared with yourselves and we will always make attempts to contact you if any serious incidents have occurred.

Agreed support strategies (management of behaviour and environment):

Stages of Distress and Support (Please describe the behaviours at present and regularly update):

| Stage 1 Alarm/Trigger Behaviours | Stage 2 Defensive/Escalation Behaviours | Stage 3 Peak Behaviours |
|---|--|--------------------------------|
| Staff Response: | Staff Response: | Staff Response: |

Stage 4 Recovery

Stage 5 Restoration/Post Incident Learning

Staff Response:

Staff Response:

| | |
|--|--|
| | |
|--|--|

Possible triggers: Work/Demand avoidance

De-escalation techniques:

| | Try | Avoid | Notes |
|----------------------------------|-----|-------|-------|
| Advice and support | | | |
| Step away | | | |
| Reassurance | | | |
| Calm Talking | | | |
| Help scripts | | | |
| Negotiation | | | |
| Option offered (limited choices) | | | |
| Humour | | | |

| | | |
|--|---|--|
| Remind Consequences | | |
| Limited Attention (only if a part of an agreed plan and a positive response) | | |
| Modify activity | | |
| Time-out offered | | |
| Supportive touch | | |
| Change of face | | |
| Remind of targets | | |
| Simple listening | | |
| Acknowledgement | | |
| Apologising | | |
| Agreeing | | |
| Removing audience | | |
| Incentive to calm down | | |
| Remove from situation (no more than 4 or 5 steps) | X | |
| Sensory Input | | |
| Other | | |

Preferred method of Restrictive Physical intervention:

Immediate

| BGS Core Physical Techniques | Try | Avoid | Notes |
|----------------------------------|-----|-------|-------|
| Friendly Escort | | | |
| Caring C's/Turn Gather and Guide | | | |
| Help Hug | | | |
| Single Elbow | | | |
| Figure of Four | | | |

| | | | |
|--|--|--|--|
| Double Elbow | | | |
| Single Elbow in seats | | | |
| Half Shield | | | |
| Personal Safety Responses | | | |
| Other (please discuss use of any other RPI with Team Teach Tutors) | | | |

Additional Information:

Does the student have additional documents to refer to alongside the ISP? (please circle)

Pupil Risk Behaviour Plan (PRP) Yes or No

Safety Plan Yes or No

Safeguarding/Attendance Supporting Documents Yes or NO

External Agencies Document such as CAMHs or Education Psychologist Reports Yes or NO. Please give details:

N/A

Student Views (if appropriate):

Parents/ Carers involvement and views:

Monitoring and reporting arrangements:

- Record all incidents on CPOMS
- Inform SLT/Behaviour Team when Incidents have occurred.
- Regular Staff Debriefs to take place after all Behaviour Stage 3 Incidents
- Regular contact with parents, parents should be informed when incidents have occurred.

Start date:

Review date:

Agreed by: Parent/Carer: _____

Tutor Team: _____

Behaviour Managers/Senior Behaviour Co-Ordinator: _____

Student (if appropriate): _____

Referred to SLT for approval. SLT Signature:

Appendix 3: Relevant UNCRC articles

Bents Green School aims to promote the rights of its students, as outlined by the [United Nations Convention on the Rights of the Child \(1989\)](#). Articles that we particularly aim to promote through this behaviour policy include:

- Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their view considered and taken seriously
- Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights
- Article 29: Education must develop every child's personality. Talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents/carers, their own and other cultures, and the environment.
- Article 37: Children must not suffer other cruel or degrading treatment or punishment. They must be treated with respect and care and be able to keep in contact with their family.
- Article 39: Children who have experienced neglect, abuse, exploitation, torture or who are victims of war, must receive special support to help them recover their health, dignity, self-respect and social life.