

The Birches Specialist Support School

Behaviour Policy



Date Reviewed: March 2022

Reviewed by: Anna Skolik-Wieczniak Assistant Head

Signed:
On behalf of the Governors

Signed:
Head teacher

Date of next review: March 2023

THE BIRCHES SCHOOL SPECIALIST SUPPORT SCHOOL BEHAVIOUR POLICY

POLICY

Rationale

At The Birches School we believe that all children should be treated with respect and dignity. By setting clear expectations, fostering positive relationships and working in partnership with parents and families we encourage and develop positive behaviours. We see behaviour as a form of communication and are committed to ensuring that all pupils are supported to communicate their needs and feelings appropriately and safely. With the right support and individualised approaches all children can learn to improve their behaviour and maximise their learning potential.

Aims

- To promote a happy, calm and safe environment in school.
- For staff to foster high quality, empathetic and nurturing relationships with all pupils.
- To define expectations for behaviour that can be understood by all stakeholders.
- To ensure a consistent approach to behaviour, encouraging parental involvement and support
- To commit to helping pupils to understand and self-regulate their emotional states.
- To encourage independence, promote self-esteem and self- discipline.
- To create an environment that is conducive for effective learning.
- To create an environment where positive behaviour is recognised and celebrated.

The Birches School core values

We respect one another

- We expect mutual respect between staff, between pupils as well as between staff and pupils.
- We aim to begin to prepare our pupils for adult life through teaching the rights and responsibilities of being a member of a community.

We value the wellbeing of all staff and pupils

- We aim to develop good self-esteem and self-confidence in a positive environment.
- We aim for all staff and pupils to feel safe, supported, cared for and protected, so that we can try new things and be ourselves.
- We will work together to achieve an atmosphere of trust where staff and pupils know their viewpoints and feelings are valued.
- We will endeavour to promote a sense of happiness around the school, to provide a happy, safe and secure working atmosphere for all.

We expect the best

- We believe that our expectations will lead to personal achievement and success that is a right for all.
- We strive to have a can-do attitude.
- We recognise and value the contribution of all members of the school community.

We value cooperative working

- We are committed to working together as a whole school so that each individual feels valued.
- We strive to achieve good teamwork which will support everyone within the school community.

We recognise that everyone is an individual and we value diversity

- We value and respect diversity; we actively celebrate diversity within our own community.
- We promote and provide equal opportunities and equity of provision.
- We recognise that different people have different needs and we strive to meet the needs of all within the school community.

We value learning

- We are a learning school that recognises the right of all to lifelong learning.
- All members of the school community work together to ensure that learning at The Birches is meaningful, challenging and fun.

Supporting positive behaviour

At The Birches we understand that relationships are crucial to support children in their learning and to develop positive behaviour. Staff invest in relationships ensuring they are based on mutual respect and trust.

Staff responsibilities:

- To treat all children fairly whilst recognising that each is an individual.
- To have a sound understanding of each individual's needs and learning styles.
- To have high expectations of our young people.
- To communicate clearly in a way that is accessible to the individual.
- To focus on the positive, to celebrate and praise acceptable behaviour.
- To have a clear approach to supporting behaviour and to consistently hold appropriate boundaries.
- To create a safe and secure environment in which children can develop their self-esteem and feel confident to practise and make mistakes in a supported environment.
- To be a good role model modelling the behaviours we want to see.
- To form good relationships with parents and ensure regular communication to encourage commonality in aims and approaches.

- To reflect on the functions of behaviour to ensure the effectiveness of planned intervention and to encourage more socially appropriate ways of getting needs met.
- To seek support and work alongside wider professionals to problem-solve and plan support.
- To commit to the learning, development and sharing of skills through ongoing CPD.

Communication

Behaviour is a form of communication, supporting children to communicate is vital in aiding positive behaviour. Use of individual's preferred methods of communication should be the paramount consideration at all times.

We have a total communication environment, staff should communicate in a way that the child understands including visual cues, symbols, signing, objects of reference, PECS etc. **(More information can be found in the Communication Policy)** It is important that staff allow appropriate time for processing information and responding. Effective communication, enables children to access learning and get their needs met with minimal frustration, which could otherwise be displayed as negative behaviour.

We have a strong emphasis on positive behaviours and the behaviour we want to see. For example, we use 'good walking' as opposed to 'no running' or 'kind hands' as opposed to 'no hitting.' By giving positive feedback we reinforce the behaviours we want to promote without drawing attention to the negative behaviour.

Staff will give specific praise. For example, 'good sitting' or 'good walking' as opposed to 'good boy/girl.' Specific praise makes it clear to the individual what it is they are being praised for and raises the probability of that behaviour occurring again. Specific praise and positive reinforcement should be delivered often with minimal feedback for negative behaviours, continually highlighting the behaviour we want to see.

Staff will reflect as a team on the use and effectiveness of their communication strategies and also have the opportunity to consult with the Speech and Language Team in school. Effective strategies and supports can be shared with parents to support communication in the home environment and wider community.

Sensory needs

Many of the children at The Birches, particularly our autistic pupils, have specific sensory needs. Sensory differences can affect behaviour and learning. Children who have issues relating to sensory processing may result in increased anxiety levels and therefore an increase in the likelihood of displaying challenging behaviour. These needs must be met in order for children to be in the best regulatory state to access learning.

Staff will have access to training on sensory processing/sensory diets to support them to ensure that where appropriate effective strategies are implemented during the school day. Classes are able to make direct referrals or meet with the Occupational Therapist to problem-solve behaviours. Staff are committed to implementing programmes written by external professionals to aid behaviour management strategies.

Environment

At The Birches School we recognise the important part that the environment plays in promoting positive behaviour. We strive to create safe, supportive and structured environments enabling children to respond positively with the world around them. A positive classroom environment will be created with careful attention to layout, levels of distraction, groupings of children, pace of lessons and matching learning tasks to pupils' abilities, taking into account individual learning styles. Class teams will adapt their environments to the needs of the pupils in the class.

Our children are heavily supported by routines. Structured routines need to be explicitly taught. Many of our children rely on the consistency of routines to reduce anxiety over what will happen next. Staff will support individuals with routine and structure in a variety of ways e.g. class timelines, first and then cards, portable timelines, checking systems.

Curriculum

The school curriculum and ethos promotes independence, communication, choice and inclusion. Pupils are given a myriad of opportunities for personal growth, for the promotion of emotional wellbeing and the development of emotional intelligence.

Specific teaching to support pupils' self- management of behaviour and emotions: -

- A curriculum that provides a range of highly motivating, engaging activities, such as: Sensory circuits, music therapy, signing choirs, high quality outside play equipment, rebound therapy, outdoor activities in the woodlands.
- Use of social stories.
- Social Use of Language Programme – To support social skills such as good listening and turn taking.
- Sensory Integration programmes.
- Sensory circuits.
- Forest School
- Use of regular individualised supportive feedback focussed on achievements and next steps.
- Zones of Regulation – teaching understanding of emotions and providing pupils with a tool box of strategies to help self-regulate.
- Visually presented pupil self-evaluation systems across the day to reinforce and reward positive behaviour.

Parents

At The Birches School we believe that the best outcomes are achieved when school and parent/carers work together to maintain a consistent approach and when communication is open and information shared. We encourage parents to foster good relationships with school. Children behave well when their needs are well met across a variety of environments.

Strategies for addressing behavioural, sensory or communication needs are shared with parents/carers via class dojo, termly reports, Personal Plans, discussions with class staff, meetings, reports from SaLT/OT, parents evening and via the EHC process.

Parents/carers are encouraged to contribute to the writing of the behaviour support plan to create a consistent approach.

Bullying

Bullying can be defined as persistent action, criticism or personal abuse with intent either in public or private, which humiliates, intimidates, undermines or demeans the individual involved. Bullying is not tolerated at The Birches School. All instances of Bullying must be recorded. Where instances of bullying are discovered they will be addressed with the pupil and parents and carers informed. Further work on relationships and caring about others will be taught via the PSED curriculum.

Discriminatory Language / Incidents

Although rare, incidence which includes elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are **not acceptable** within our school's community.

They should be dealt with in line with Policy with further advice and a coordinated response from Senior Leadership Team.

They **MUST** be recorded appropriately on IRIS, including next steps.

Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach learners how to be respectful to each other.

Celebration of positive behaviour/rewards

Staff will place greater emphasis on celebrating and rewarding positive behaviour as opposed to attention and sanctions for negative behaviours. At The Birches we will celebrate and reward by:

- Frequent use of specific praise, catching good behaviour as it occurs.
- Use of pupil self-evaluation -The Birches will create appropriate learning strategies to enable pupils to self-assess their performance and behaviour in order to promote positive outcomes through the use of reward systems.
- Symbolic rewards e.g. stickers, certificates.
- Choice of a motivating activity e.g. bubbles, riding the bikes.
- Individualised reward systems.
- Special jobs/responsibilities.
- Communication with parents/carers via class dojo, in person or a phone call to share achievement.
- Acknowledgement in the weekly assembly with a certificate from the assembly leader and recognition from staff and peers.
- Use of Wow assembly to celebrate termly achievement.

Good practice strategies to support positive behaviour and de-escalation

- Clear expectations that can be understood by the learner
- Role model positive behaviours
- Use of positive options/choices
- Use of limited language supported by visuals e.g. 'first...then....'
- Use of visual strategies to reinforce desired behaviour.

- Use of symbols to communicate need to change behaviour, reminder of acceptable behaviour
- Opportunities for flexibility in activities and access to sensory supports.
- Share positive behaviour with parents/carers.

Consequences/Sanctions

Wherever possible we encourage negotiated sanctions from staff to pupil through debrief or discussion. Timing is essential and sanctions should only be used when a child is calm and in control of their emotions. Sanctions must not be punitive. They can be tokenistic if that will support the child. They must take into account the level of understanding of the child. They can be used to promote the concept that actions have logical consequences. Parents will be informed of any concerns with behaviour.

- A nonverbal signal (shake of head, use of visual systems).
- Not earning behaviour token e.g. smiley face or star.
- Supervised time out (short periods, one or two minutes, otherwise it ceases to be time out) to allow pupil to calm or access a strategy to regulate.
- A private verbal reminder of unacceptable behaviour.
- Repetition of task if necessary.
- Removal from scene of disruption.
- Isolation within classroom, removal from class to an alternative supervised area.
- Withdrawal of a privilege e.g. loss of a small increment of time or loss of whole break time.
- For health and safety reasons a natural consequence of not attending an activity e.g. swimming or off site visit
- Informing and discussing with parents if necessary.
- Behaviour contract.

Unacceptable sanctions

- Food and drink must not be withdrawn i.e. Lunch/pudding
- A pupil must not be regularly withdrawn from educational activities
- Denied access to the toilet
- NO PHYSICAL PUNISHMENT IS ACCEPTABLE UNDER ANY CIRCUMSTANCES

Restricting liberties

At the Birches School pupils should never be:

- Locked in the room alone, without support and supervision
- Isolated in ways that they are unable to express or communicate needs including non-verbal cues
- Prevented from leaving space or room unless it is for their own protection or to protect the immediate safety of others. The intervention should be proportional, reasonable and necessary
- Class team should be mindful that some of our pupils' equipment may restrict their liberty for example adapted chairs with straps or gators, helmets. Equipment like this should be used according to the guidance offered by specialist or therapist for example part of a Postural Management Plan.

Exclusions

An exclusion from school will only be considered under exceptional circumstances, when all other strategies and procedures have failed and after full discussion with parents and the relevant agencies. This can give time to put in place appropriate plans in order to address an incident and safely reintegrate a pupil back into school at the earliest opportunity. Where possible they will always be followed with a re-integration meeting with parents.

Behaviour Support Plans (BSP)

For pupils who need support in developing appropriate behaviours a behaviour support plan (BSP) will be put in place. The BSP will outline the pupils' strengths, triggers, behaviours and how the pupil should be supported by staff. It is vital that these plans are followed consistently by all staff. BSP's must be reviewed on an a termly basis. However they are working documents so, plans should be reviewed more frequently if needed, especially if a pupil is going through an unsettled time or changes in patterns/types of behaviour are observed. Plans are written by the team around the child and shared with parents. Team members will sign the plans, plans will be monitored by the behaviour lead. Any changes must be shared with the behaviour lead and parents/carers.

Physical intervention

At The Birches, we constantly strive to create a calm environment that minimises the risk of incidents arising that may require physical intervention. De-escalation techniques should be used wherever possible to diffuse a situation and prevent an incident from occurring. Individual's strategies will be recorded in their BSP. However under specific circumstances the use of physical intervention may be necessary. These include:

- Self- harm;
- injury to pupils or staff;
- damage to property;
- an offence being committed;
- any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

A physical intervention will only be used if it is reasonable, proportionate and absolutely necessary. Any intervention will be for the minimum amount of time. All incidents will be recorded on IRIS. (More information can be found in the Positive Handling Policy).

Monitoring

All behavioural incidents are logged onto IRIS (electronic recording system). Monitoring of incidents will take place on a regular basis (usually daily via IRIS) by the Behaviour Support Lead and the results used to inform planning to meet individual pupil and school needs. Iris analysis is used by class teams to support planning interventions as well as assess effectiveness of strategies. Analysis is used to feed into SLT meetings on a half termly basis to highlight trends in behaviour and pupils/classes needing additional support. To safeguard pupils and ensure transparency, the Head teacher will present a regular summary of incidents to the Governing Body.

Debrief

Staff will use an appropriate time following an incident to debrief with the child using an appropriate method of communication. School is committed to ensuring that learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development. In addition Positive Listening and Learning (PLL) procedures are in place to ensure that appropriate support is provided and recorded for staff and pupils, and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming/sensory activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with Autistic Spectrum Condition.
- Positive Listening and Learning time with a member of staff to "discuss" the incident, using a symbol debrief sheet or other alternative or augmentative forms of communication (AAC) where appropriate.

Following a serious incident staff are encouraged to debrief. This may be informally with support networks in school or staff can request a formal debrief verbally or via IRIS. Formal debriefs are recorded. Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

Behaviour support group

A Behaviour support group is available to support colleagues in formulating the best approach to supporting pupils with behaviour that may challenge. The group is made up from a cross section of the school community and provides a supportive forum to share ideas and strategies. The Behaviour Support Group is the body that shapes policy and promotes good practice across the school.

This policy should be read in conjunction with the Positive Handling Policy, Sensory policy, Communication policy and Autism policy.

Behaviour Policy 2021-22 Covid-19 Addendum

At The Birches Specialist Support Primary school, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the COVID 19 pandemic to make some adjustments for the safety of all pupils and staff. On their return to school there will be a need for children to behave differently and to follow specific rules. Staff will be familiar with these rules and make sure they are followed consistently. Children will be given reminders of these expectations throughout the day, via appropriate communication means, as we understand that these expectations are new and may not come naturally at first. However, we must ensure that these expectations are adhered to as much as is reasonably possible in order to keep our children and staff safe.

This is to be used in conjunction with and read alongside, the Behaviour Policy and Positive Handling Policy. The adjustments are set out below:

Staff expectations:

Staff must adhere to and follow all health, safety and hygiene procedures set out in the COVID-19 whole school risk assessment.

Staff must inform the Headteacher if they display symptoms of COVID-19 or if they are in close contact with any person displaying symptoms or being tested positive.

Staff must follow the 2m social distancing guidance, where possible.

Staff must wear appropriate PPE when managing any Intimate Care or First Aid.

Fluid-resistant surgical mask and eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting.

Staff must not mix with any other bubble within the school.

Pupil expectations:

Attendance

From September 2020 school will be back to normal expectations for attendance. The Birches believe that regular school attendance is the key to enabling children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community. (see Attendance Policy)

Arrivals, Departures and moving around the school.

Children will enter the school through their designated entrance at the agreed time. Children will enter with the escorting staff member and will go straight to their classes keeping an appropriate distance from other individuals.

At the designated home time, children will leave the building from the designated exit. They will leave one at the time with the escorting staff member, again keeping their distance.

Movement around the school will be limited. If transition will be necessary children will follow an adult from their class to their designated route.

Hand washing and hygiene

Handwashing guidelines have been made available to all staff and pupil friendly posters issued to classes to support high standards of hand hygiene.

Hand sanitiser will be available at the school entrance and in classrooms where appropriate.

Hands to be washed/sanitised on entry and frequently throughout the day (see hand washing expectations and hand washing poster for guidance).

All classes to have an initial supply of disposable tissues at the start of each day.

When tissues are used, children will be encouraged to follow the catch it, bin it, kill it mantra when in school. Used tissues to be thrown away safely into lidded bins and hands washed thoroughly (20 seconds).

Toilets

Children will be encouraged to use the toilets one at a time (this may not always be possible with some children). When a child has finished in the toilet they must wash their hands properly following the handwashing guidelines.

Social distancing

Teaching staff will ensure that pupils, where ever possible, adhere to social distancing measures. Pupils will be reminded throughout the day about keeping personal space.

Break and Lunchtimes

Children will have a designated place to play during break times. Children will be encouraged to remain socially distant from both peers and adults during play break times. Children must stay in their designated area at all times. Lunch will be eaten in their designated indoor area or outdoor area. Children will eat at their table or in their own space.

Rewards

Weekly communal assemblies in the hall will be cancelled. Instead, other reward systems will be in place to celebrate individuals weekly achievements in class.

Teachers and Teaching Assistants will continue to welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition if these are brought to their attention. Above all praise and encouragement should be used as much as possible.

Behaviour

We acknowledge that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and securement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include:

- Anxiety, lack of confidence

- Challenging behaviour
- Anger, shouting, crying
- Hyperactivity and difficulties managing attention
- Withdrawal

For children with autism, the change in routine and lack of familiarity will require additional adjustment.

The school recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communication that there is a problem. The school will undertake an individual risk assessment for these children and use reasonable endeavours to make the necessary adjustment to reduce the stimulus that may be triggering the challenging response.

Children at the Birches School are particularly vulnerable therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents and carers to implement supporting strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as an Educational Psychologist or Early Help.

Positive Handling & Restraint

There can be times when a pupil's behaviour requires staff to physically intervene to ensure the pupils' safety, the safety of other pupils and staff, or that property is not seriously damaged. At The Birches School we are trained to use physical interventions, via Team Teach, if deemed necessary.

As per the positive handling policy all physical interventions must be the last resort this will remain of great importance in light of COVID-19. Physical interventions will be avoided at all costs. In the event that all other support techniques do not work and the child is at immediate danger to themselves or others, a physical intervention may be necessary as an immediate safety precaution. Where a child may need very close contact it is imperative that parents know that the use of PPE may be appropriate to help avoid cross-contamination or any potential virus spread.

Mental Health and Emotional Support

There will be curriculum changes to support children. On return in September pupils will follow a recovery curriculum. The recovery curriculum will be based on 5 principles:

Relationships – to restore relationships to cushion the potential discomfort of returning and the disconnection with others outside of their own household for a significant period of time.

Community – to recognise that the curriculum will need to support pupils in transitioning to learning within the school community

Transparency – to address gaps for lost time in learning.

Metacognition – to make the skills for learning in a school environment explicit to our pupils to reskill and rebuild their confidence as learners.

Space – to provide opportunities for exploration and reconnect with the learning environment and the community. Where ever possible we will encourage the use of outdoor spaces for learning.

Additional supports will be tailored to meet pupils needs through social stories, circle times, PHSE and having a collective focus

This amendment follows guidance as published by the Government, which can be found on the following link:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles>

This policy links to the following policies and procedures:

Child protection and Safeguarding Policy

Behaviour Policy

Positive handling Policy

Health and safety Policy

Pupils Attendance Policy

Policy Information and Review

Review frequency: Annually

Date	Version	Changes made	By whom (name and role)	Due date for next review	Reviewed & Ratified by Govs. (sign and date)
June 2014			SLT	June 2016	
June 2017	2	Split policy into behaviour support and positive handling policy. Updated staff information and inserted values and current strategy with changing population with the loss of the SEMH unit	Dani March AHT	June 2020	
July 2018		<i>06/07/18 The Policy Ratification Committee has met and requested that all current statutory policies are ratified for one year only whilst an appropriate</i>			

		<i>cycle of ratification is implemented. Policies will then be approved for their full length of term either through the Full Governing Body or one of the committees following an agreed plan of ratification.</i>			
Feb 2019	2	Dates changed for ratification purposes – policy is the same just the dates altered	F Shah DHT	Feb 2022	
Feb 2021	3	<p>Curriculum section: removed John Muirs as school no longer accesses this.</p> <p>Replaced all reference to the home school diary with class dojo</p> <p>Replaced reference to old term PSHE with PSED(Personal social and emotional development)</p> <p>Amended review of Behaviour support plans from annually to termly for more frequent analysis and review. Added a line to state that any changes to a BSP must be shared with the behaviour lead and parents/carers.</p> <p>Policies that should be read in conjunction – added communication policy, sensory policy and autism policy.</p> <p>Amended policy review date and the name of the person reviewing the policy annually as per ratification schedule</p> <p>As per policy ratification schedule the COVID behaviour addendum has been integrated to</p>	Dani March AHT/behaviour lead	March 2021	March 2022

		the end of this policy.			
March 22	4	<p>Curriculum section : Forest school added</p> <p>Replaced weekly checking IRIS to daily</p> <p>Paragraph added Discriminatory Language / Incidents</p> <p>Paragraph added Restricting liberties</p> <p>Date changed on the COVID behaviour addendum</p> <p>Amended policy date and the reviewing person name</p>	<p>Anna Skolik-Wieczniak</p> <p>AHT/behaviour lead</p>	March 23	