

Welburn Hall School



Behaviour Policy

(to be read in conjunction with 'Behaviour and Discipline in Schools Jan 2016'
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>)

May 2017

Review Period: Yearly
Next review Due: Autumn term 2018
Adopted by Governors: TBC Signed:

Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) 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](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

1. Context:

Children and young people arrive at Welburn Hall School with different levels of learning ability and unique educational and medical needs. Many of our Children and young people also have pronounced social, emotional and mental health needs. We seek to develop student competence in self-regulation of behaviour, including that which promotes effective learning. It is our responsibility to ensure 'good order' in school and this has to be worked for.

In order to develop this self-regulation for Children and young people and to encourage staff wellbeing, from September 2017 we are adopting a new approach based on the latest neuroscience. 'Care to Achieve' is based on a mindful compassion approach to behaviour, both adult and student.

We have a common belief about behaviour which is that all behaviour is communication about how an experience is making a person feel. We understand that the environment we provide can and does add to positive or negative feeling. However for our Children and young people, problems are normal where:

- They are only just learning to develop their internal controls and in some cases, are testing the boundaries of what is acceptable. In our school context, this will not happen at the usual chronological age
- They feel threatened, frightened or surprised by something in the environment including someone else's communications. Given the percentage of our Children and young people who have autism or other sensory and communication difficulties, this is particularly important to understand
- They are experiencing high levels of trauma or stress in their life outside school

- The type of activity or method of delivery do not match the needs or ability to learn of the child or young person
- Adults do not adequately control their own behaviour and communications both verbal and non-verbal.

Individual Responsibility:

Adopting a mindful compassion approach, it is the responsibility of each member of staff to participate actively in the maintenance of positive behaviour throughout the school, by:

- Being a positive role-model in their approach to young people and to each other.
- Giving constant care and thought to the interactions which pupils/Children and young people witness between members of staff.
- Taking individual responsibility for engagement with unacceptable behaviours, avoiding the temptation to pass on low-level issues to senior staff.
- Observing and responding early to any concerns or inappropriate behaviour, as per agreed mindful compassion approach. (Example Appendix 2)
- Ensuring that pupils/Children and young people are kept aware and, where necessary, reminded of these expectations regarding behaviour.
- Providing reinforcement and encouragement to pupils/Children and young people and groups which display positive and appropriate behaviour.
- Following guidance and training in regard to Restrictive Physical Intervention, (RPI).
- Adhering to school procedures for the recording of incidents.
- Participating in meetings/forums which address individual student need in regard to behaviour

Following specific guidance resulting from such meetings or through external assessment.

All members of staff must also consider this document within the context of other relevant policies and DfE guidance, including:

- Child Protection and all Safeguarding policy - Welburn Hall School
- Intimate Care and Physical Contact - Welburn Hall School
- Code of Conduct - Welburn Hall School
- Antil Bullying - Welburn Hall School
- Safe Working Practices (NYSCB) - Welburn Hall School
- Equalities - Welburn Hall School
- Teaching and Learning - Welburn Hall School
- SEN - Welburn Hall School

2. Behaviour and the School Community

2.1 A high standard of behaviour will benefit the whole school community and all parents/carers are informed that children and young people are expected to conform to the convention of behaviour appropriate to their age and/or understanding.

2.2 The school seeks to promote positive behaviour by a number of means:

- Celebrating success, tested not by the absence of problems (being wary of under-reporting) but by the way we deal with them
- Consistent application of our own agreed values within each area of School and College and Residential, including any alternative provision or extra-curricular activities.
- The quality of relationships between staff and Children and young people, underpinned by a mindful compassion approach
- The use of learning via the curriculum, tutorial sessions and after-school activities to explain about acceptable behaviour and encourage discussion and reflection.
- Finding both simple and creative ways in which to reward positive behaviour (quick to praise, use assemblies/established systems, involve parents, use whole group rewards where appropriate, use data to drive improvements/analyse needs).
- Staff should also be rewarded for outstanding practice. All staff should record staff achievements in local records.
- The use of Student Council, Assemblies and other opportunities to set out in simple terms the school's expectations regarding behaviour.
- The use of student forums to seek the views and ideas of the student body and foster positive peer-pressure.
- Simple expectations for behaviour are written in the home/school diary. In our context there is both the opportunity and the need for this to be highly individualized.

2.3 Welburn Hall School chooses to avoid extensive lists of written rules in favour of:

- Positive modelling by staff of acceptable, respectful behaviour.
- Adopting 'Care to Achieve' where 'unintentional consequences' are dealt with fairly and compassionately with due regards to Children and young people' individual needs and learning ability
- Developing excellent relationships between Children and young people and staff, including every child or young person being allocated a keyworker on entry to School or Residential (for College Children and young people), to improve communication

- Shared expectation that our Children and young people can achieve at the highest levels
- Recognizing that all of our Children and young people have strengths and areas for development and that these need to be championed by staff and reinforced regularly
- Using Boxall profiling to develop highly personalized targets for development of good learning behaviours.
- Be extravagant with praise, to encourage an ethos of unconditional positive regard at all times and praise Children and young people when they display good progress in their learning and behavioral skills
- Expectations for each staff group are made clear.
- Vigilance in determining patterns of, or increases in negative behaviours.
- The collection and analysis of data relating to behaviour, which will inform policy and practice

2.4 Behaviours we seek to promote in the whole school community:

- Having self-respect
- Showing respect for others
- Cooperating
- Being honest
- Having good manners
- Having good time-keeping
- Listening to adults
- Attracting the attention of an adult appropriately
- Remaining where asked or expected to be
- Allowing others to speak and be heard
- Respecting the opinions of others
- Accepting both praise and criticism
- Respecting property; of the school and individuals
- Showing self-restraint under provocation or high stimulus

2.5 Behaviours we particularly seek to promote in any learning environment:

- A positive attitude to work and learning
- Effort to engage with the task
- Pride in task completion
- Moving around the class or activity appropriately

2.6 Additional behaviours we particularly seek to encourage in the residential setting:

- Accepting the routines of the House
- Accepting and taking part in appropriate activities
- Respect for the privacy of others
- Care of personal possessions and bed-space
- Contributing to the group and learning via domestic tasks
- A willingness to help peers and staff

2.7 Behaviours we seek to discourage:

- Physical and verbal aggression
- Bullying in all its forms
- Foul language
- Dishonest behaviour
- Disruptive behaviour
- Making hurtful remarks
- Theft or unauthorised borrowing
- The sale or exchange of personal property

3 Responding to Unacceptable Behaviour

3.1 Consequences: we believe that a behaviour results in a consequence but that when they are negative we can, through a mindful compassionate approach, view these as 'unintended consequences'.

3.2 An unintended consequence is given (or happens) when a child or young person behaves in an unacceptable manner. The consequences must always be related to the negative behaviour, as close as possible to the time of the negative behaviour as possible. All consequences should be logged in the incident file in SIMS/Behaviour management.

3.3 Depending on the level of negative behaviour, or the safety risk, this approach may result in the following:

- Explanation and discussion with the child/young person
- Intensifying a planned focus upon rewarding their positive behaviour
- Expression of disappointment or displeasure
- Planned, appropriate and agreed 'time-out' for reflection
- Discussion with parents
- The setting of achievable targets for improvement using Boxall
- Counselling or clinical intervention if felt appropriate

In the case of counselling, it is essential that this is done in a planned way with agreement from parents and clear parameters set. It is not a course of action to be taken without the agreement of senior staff.

3.4 In some circumstances, it may be necessary to consider unintended consequences as a means to improving behaviour and developing the individual's understanding. These may include:

- An activity of service to the school community
- Restorative action, such as repair/replacement of damaged items, or discussion with a 'victim'
- Supervision during what would otherwise be free time
- Suspension of a specific activity for an agreed period
- A home-based consequence determined by parents/carers in discussion with the school

3.5 All concerns about behaviour should be shared with colleagues and senior staff. It is essential, for future reference, or a file note in SIMS in the case of more serious incidents of negative behaviour.

3.6 There should be discussion at team meetings and, where necessary, amongst the SLT as to which consequences are appropriate to the school and its Children and young people.

3.7 Then if it is felt necessary to impose specific consequences, these must be discussed and agreed with the relevant line manager or Headteacher before they are imposed.

3.8 A particular consequence for an individual student, in definable circumstances, may be imposed in the absence of the relevant line manager, but the relevant line manager's prior agreement should be properly recorded.

3.9 Where a consequence has been determined to be appropriate, it must be logged in SIMS.

3.10 This example of law provides a simple and useful basis, or set of principles, upon which school staff should make decisions about appropriate consequences:

Section 91, (3) of the Education and Inspections Act 2006 stipulates that a primary condition of a 'disciplinary penalty' is that the imposition of the penalty on the pupil:

- (a) "is not in breach of any statutory requirement or prohibition,
- (b) is reasonable in all the circumstance".

In defining 'reasonable', the Act, at subsection 6(b), states that the following matters must be taken into account:

- (a) "whether the imposition of the penalty constitutes a proportionate punishment in the circumstances of the case, and
- (b) any special circumstances relevant to its imposition on the pupil which are known to the person imposing it (or of which he ought reasonably to be aware) including in particular:
 - (i) the pupil's age,
 - (ii) any special educational needs he may have,
 - (iii) any disability he may have, and
 - (iv) any religious requirements affecting him".

3.11 Whilst most consequences would come within one of the above categories, the final consequence available is one of exclusion, either fixed or permanent. This is likely to be used only rarely and in response to very serious incidents which are either part of a long standing problem, where all avenues have been tried or incidents which have impacted seriously on the lives and well being of others. The school aims always to work with pupils and parents and therefore avoid the possibility of permanent exclusion, except in extreme circumstances. At all times, we will adhere to the relevant guidance such as Exclusions Guidance.

3.12 Expectations of staff managing significant incidents where children or young people are losing control.

Sometimes we are unable to pick up on the early anxiety signals that tell us a student is not coping or is becoming aroused or anxious. This may mean that an incident escalates quickly. We are developing guidance on managing such situations through our behaviour group (Autumn 2016), RPI training (Jan 2017) and Care to Achieve (to be embedded

Autumn 2017 following 16/17 training and development). We expect that all staff observe some core principles when faced with such a situation:

- Follow the script! (Appendix 2 shows an example)
- Make a dynamic risk assessment. This means asking yourself; who is at risk? What one thing can be done to reduce the risk of this happening? Is RPI required to keep anyone safe? De-escalate the situation.
- Manage yourself - set your professional mindset - it is not you personally responding. This is where your training needs to take over (imagine an emergency services response). Check your face and body language are neutral
- Manage the environment - get support if you can to remove other children, items that might be thrown, guiding the child or young person away using simple options. This will increase the likelihood of a successful and dignified resolution.
- Focus on what you want to happen and don't respond to secondary behaviour
- Change face at the first opportunity
- Record the incident
- The need to talk following an incident is normal and indicates you are a reflective practitioner. Find any member of SLT or support within your team. All staff should be happy to help. (Care to Achieve resources will help)
- If you are a witness to an incident; help or move on. Staff flocking can escalate the child or young person
- Find opportunity to spend time with the child or young person as soon as possible - we need to communicate that once incidents are done they are done.

4 Children or young people with Individual Behavioural Needs

4.1 Principles:

4.1.1 Welburn Hall School acknowledges that this policy must reflect its role as a special school and that it should make provision for the individual needs of its pupils/Children and young people in respect to behaviour. Some children/young people will display types of behaviour which result from their condition, and these should be considered along with any other form of need.

4.1.2. Such particular needs must be established systematically and decisions about responses to their behaviour made by teams rather than individuals. Where necessary, a Behaviour Plan (Appendix 2) will be in place for any child or young person who needs one.

4.1.3. Any member of staff may raise their concerns about the behaviour of a particular pupil/student, but the Behaviour Support Process must be followed.

4.1.4. The teacher and key worker is at the centre of the Behaviour Support Process, and should be informed of any concerns or possible need to convene a Behaviour Group meeting.

4.1.5. The Head of Care has responsibility for management oversight of what must be detailed within the plan and appropriate methods of RPI identified.

5 Restrictive Physical Intervention (RPI)

5.1 Background:

As asserted above, it is important to acknowledge the importance of good relationships and good teaching/learning, which underpin the good social/emotional development of all pupils. Therefore, this section of policy should be read in conjunction with our policies on: Equalities, Teaching and Learning and SEN.

5.2 Rationale:

The vast majority of pupils at Welburn Hall School behave very well and make progress in whatever the setting. However, in order to fulfil our duty of care to all pupils, prevent harm and maintain a safe /secure learning environment, as a last resort, we may, on a very small number of occasions, need to physically hold (restrain) a pupil for his /her own safety.

This policy covers those situations where incidents are foreseeable and school has planned interventions which are agreed and supported by parents /carers; and are monitored through Care Plans or Behaviour Support Plans.

It does not cover emergency situations which cannot reasonably be planned for in advance, however in these circumstances we will at all times follow statutory guidance.

5.3 Principles:

We may restrain a pupil, if that pupil is at risk of:

- causing significant harm to himself /herself,
- or to other pupils /adults
- causing a significant disruption to learning
- causing serious destruction of school property.

Staff should also refer to LA Guidance. There is no legal definition of when it is reasonable to restrain a pupil; that will always depend on the precise circumstances of the individual pupil. However, to be lawful, the force used needs to be the minimum necessary and be in proportion to the consequences that it is intended to prevent.

5.3.1 We must always take account of any SEN or learning disability that a pupil may experience. We will comply with the two key duties under the Equalities Act 2010:

- a) not to treat a disabled pupil less favourably, for a reason relating to his/her disability, than someone to whom that reason does not apply, without justification, and
- b) to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled (reasonable adjustments duty).

5.3.2 Trained staff may use physical prompts and guides to lead a student from one area of the school to another to prevent a situation from escalating or to ensure the learning of the majority is not significantly disrupted.

The staff to which this power applies are defined in section 95 of the Education and Inspections Act 2006. They are:

- a) any teacher who works at our school, and
- b) any other person whom the head teacher has specifically authorized, which in Welburn Hall is all teaching assistants, Care staff and Business Support staff.

5.4 It is the responsibility of each member of staff to make an assessment of the particular circumstances. Staff will need to know the contents of this policy and decide whether they feel they are capable of managing the situation alone and if physical intervention is required. Wherever possible, clearly and calmly, explain to the student what action you intend to take. Never personalize the action.

5.5 Where it is possible, more than one member of staff should be involved

5.6 Ideally where a member of staff is physically managing a pupil of the opposite sex, a member of staff of the same sex as the pupil should be present from the earliest time possible.

5.7 At the conclusion of any incident, the pupil and member/s of staff involved should be offered support to reflect on the circumstances and mediate a best way forward with the pupil.

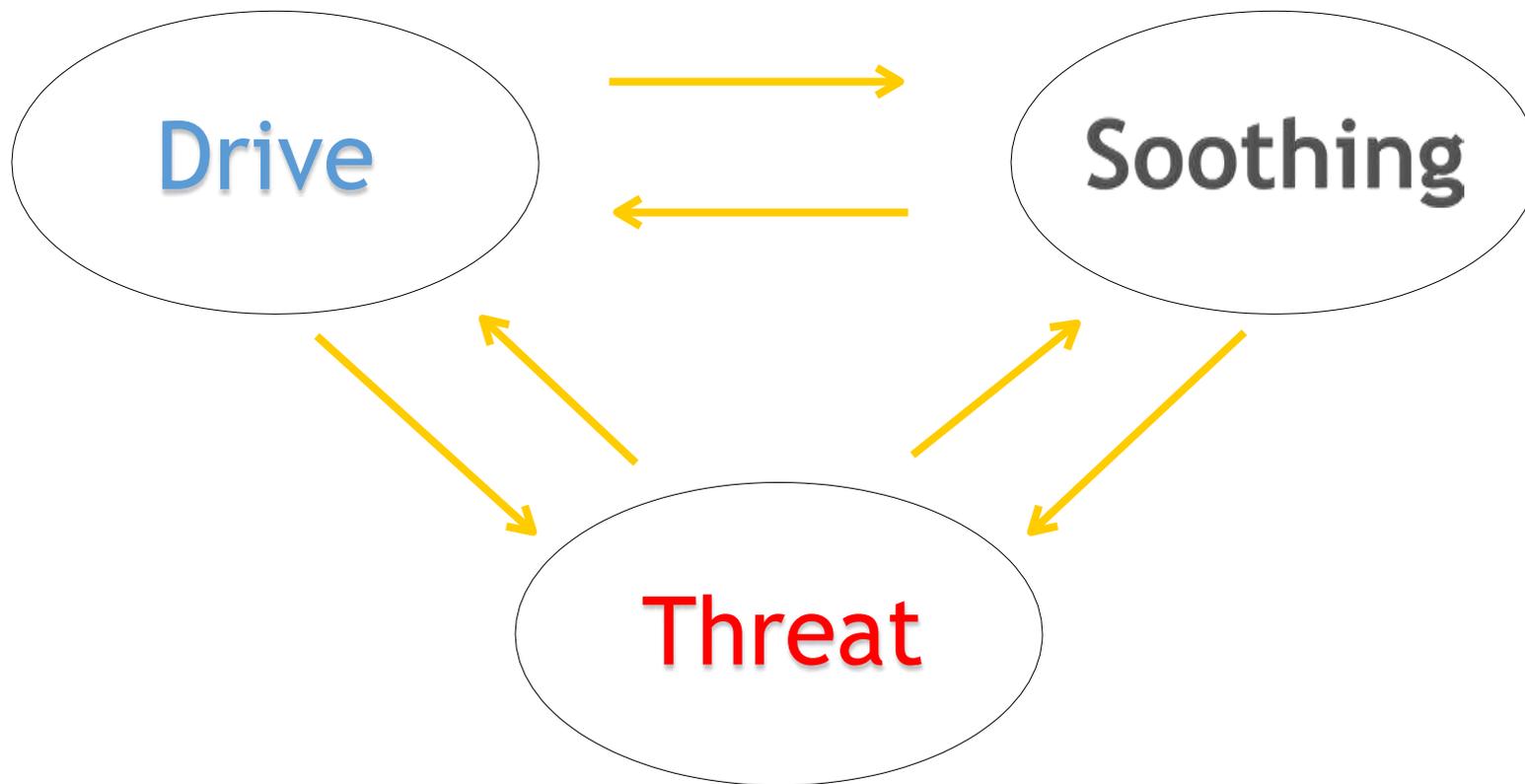
5.8 All incidents of restraint will be recorded in school's serious incident book and in SIMS, be reported to parents as soon as reasonably possible, but always within 24 hours, and monitored regularly (half termly) by the Head of Care, and reported on to the governing body each term.

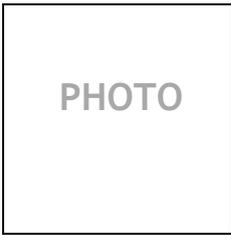
5.9 Responding to complaints:

The use of RPI can lead to allegations of inappropriate or excessive use. In the event of a complaint being received in relation to the use of force by staff, the matter should be dealt with in accordance with agreed procedures for handling allegations against members of staff, (Ref: Child Protection Policy).

Please refer to LA Guidance on the Use of RPI (September 2012, pg.21-23) for further guidance).

The 3 Circles: a mindful compassion approach





Form Tutor:
Care Team K/Wkr:
Date of plan:
For review:

1. Behaviour/Situations
Describe common behaviours/situations which are known to have led to positive handling being required. When is such behaviour likely to occur?

2. Topography of Behaviour:
Describe what the behaviour looks/sounds like

3. Agreed Supportive Strategies:
Describe what the behaviour looks/sounds like

Verbal advice and support <input type="checkbox"/>	Transferring adult(s) <input type="checkbox"/>	Humour <input type="checkbox"/>
Reassurance <input type="checkbox"/>	Contingent touch <input type="checkbox"/>	Distraction <input type="checkbox"/>
C.A.L.M. talking & stance <input type="checkbox"/>	Time out directed <input type="checkbox"/>	Presenting choices <input type="checkbox"/>
Planned ignoring <input type="checkbox"/>	Time out offered <input type="checkbox"/>	Arranging consequences <input type="checkbox"/>

Techniques known to be effective:

○

How likely is the need for positive physical intervention:
(If *LIKELY* or *POSSIBLE*, always complete Section 4).
UNLIKELY POSSIBLE LIKELY

4. Preferred Handling Strategies:

Single Elbow – stood & seated <input type="checkbox"/>	Double Elbow–stood & seated <input type="checkbox"/>
Friendly Hold <input type="checkbox"/>	Jaw Release <input type="checkbox"/>
Figure of Four <input type="checkbox"/>	Wrap <input type="checkbox"/>
Inside Double Elbow <input type="checkbox"/>	Shield <input type="checkbox"/>

Comments and reasons for use, stating numbers of staff to be involved:

5. De-briefing Process Following Incidents:
What after care is to be provided to support the Young Person?

6. Health Check:

7. Recording of Incidents & Interventions:

8. Plan agreed by:

Role:	Signature:	Date:
Head of Care Parent/Carer



**My Plan
Example.pub**



My Plan Blank.pub



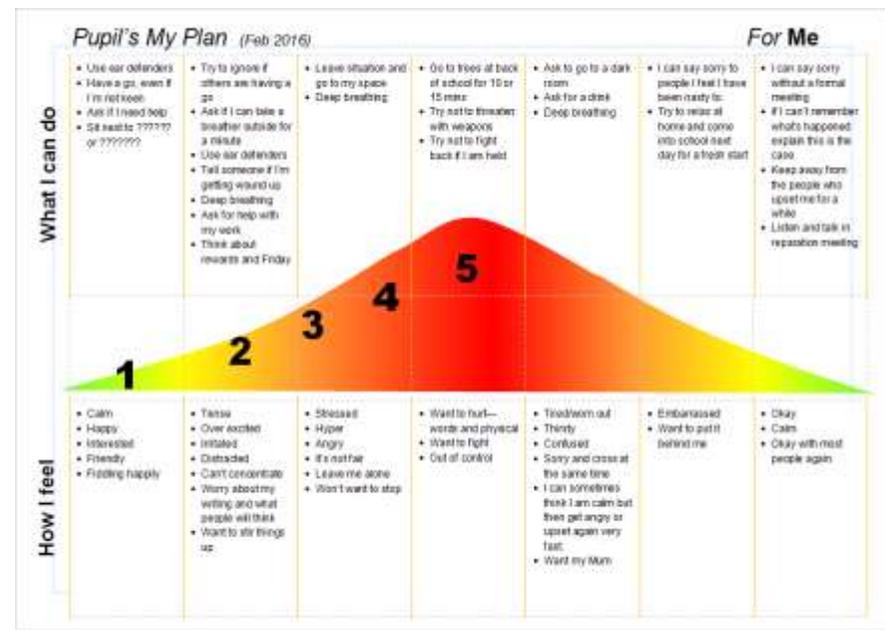
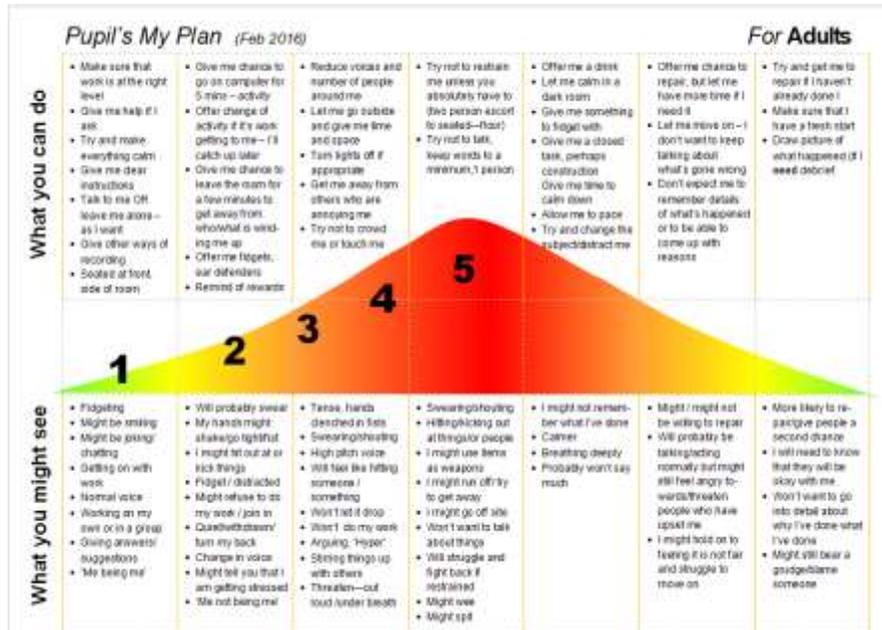
**Emotional needs
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Appendix 3a

Appendix 3b

Appendix 3c

My Plan Example - Appendix 3a



My Blank Plan - Appendix 3b

Pupil's My Plan (Date) *For Adults*

What you can do							
What you might see							

Pupil's My Plan (Date) *For Me*

What I can do							
How I feel							

Emotional Needs - Appendix 3c

Emotional need and reactive behaviour: know your pupil...						
1	2	3	4	5	Recovery, calming, depression	Reparation, baseline, responsive
Pre-crisis, baseline, engaged	Trigger, agitated and /or anxious	Escalating, aggressive or withdrawn	Crisis, Outburst		Recovery, de-escalation, confusion	
<p>Baseline behaviour, different for each individual. The pupil is at their most likely to engage with learning, to follow direction and to maintain positive relationships with peers and adults.</p> <p>Adults should be aware of the pupil's individual needs and triggers and how to support additional needs as part of quality first teaching and established routines.</p>	<p>Anxiety or trigger, the pupil may lose concentration and start to show signs of disengagement or withdrawal and start to display negative behaviours.</p> <p>Adults need to be watchful of signs of emerging irritation /anxiety and offer support and/or diversion.</p>	<p>Escalation, actions and thoughts become more disorganised, emotions overtake cognitive processing. Behaviours become more extreme, the pupil may be losing control of the situation.</p> <p>Adults should employ a wide range of de-escalation techniques and apply planned strategies.</p>	<p>Safety needs as behaviours become more extreme and the pupil loses control.</p> <p>Adults continue to use planned strategies, and may need to use positive physical intervention to care for the pupil and to keep them, and others, safe.</p>	<p>The pupil's actions begin to lose intensity and they begin to calm, although emotional state might re-escalate quickly at any further trigger. The pupil may be exhausted.</p> <p>Adults need to provide clear boundaries, giving limited choice, backed up with support and reassurance.</p>	<p>The pupil may be remorseful or embarrassed and reluctant to focus on what has happened.</p> <p>Adults should continue to offer reassurance and be prepared to move on, whilst still monitoring the situation and offering support.</p>	<p>The pupil's emotional state returns to its baseline state.</p> <p>Adults should facilitate repair of self-esteem and relationships and encourage listening and reflection, agreeing positive actions/outcomes and building these into dynamic risk assessments/plans.</p>

Appendix 4

HELP SCRIPT - example

Helping a Service User Behaviour is a language. Our function is to provide help for service users and for each other. This help script is aimed at lowering/defusing anger or anxiety in our services users.

1. **“John.”** Use the child’s name, it will help make a connection and engage their attention.
2. **“John. I can see you are upset.”** Choose your words carefully. Recognition of their feelings is fine, but avoid words such as; anger or annoyed, as this may escalate the situation.
3. **“I am here to help.”** This is a statement of your intention, simply, you are there to help. It’s worth remembering that a conscious effort must be made to ensure your para verbal and body language give the same message.
4. **“Talk and I will listen.”** This statement begins to provide the service user with some direction together with securing our function.
5. **“John. Come with me, lets go to the...”** Continue to provide the service user with some direction. Removing them to an area of neutrality to discuss the issue and continue the calming process.

If the child or service user is pacing, staff should avoid walking back and forth, shadowing the young person. This can feel extremely intimidating. CALM stance and body language is essential, as is awareness of staff’s proximity to the services user’s personal/dangerous space. Remember to speak clearly & confidently and remain calm.

Helping a colleague Seeking help should always be considered as a sign of professional strength. Moreover, as professionals we should allow others to offer and accept help, particularly at times when our own interventions may be unsuccessful.

The words **“help”** and **“more”** should act like flash cards for staff. It has to be established within the culture of the setting, that help & support framework is something we all do for each other, staff & young people.

- 1) **“Mr Smith, I am available to help”** The member of staff makes a clear statement announcing they are there to help.
- 2) **“Thank you Ms. Jones, you can help by..!”** This member of staff then has the opportunity to give directions as to what type of help they require (i.e. help by watching, or help by looking after the rest of the class). But more importantly they at this point retain autonomy over the situation.
- 3) **“Mr. Smith, I am available for more help.”** The word ‘more’ should provide a pause point for the member of staff currently dealing with the service user (in this example, Mr. Smith). At times, as professionals we need to recognise that some interventions are unsuccessful, and/or may escalate situations. Therefore, the professional judgments and support of our colleagues should be accepted.
- 4) **“What do you suggest Ms Jones?”** The focus here should be on team help, autonomy is passed over allowing the member of staff to suggest an alternative strategy.
- 5) **“How about if I sit with John.....and I’ll catch up with you later.”** This example provides us a subtle way of helping a colleague out of a situation with respect and dignity. It is important that we “catch up with” them later, to provide feedback and discuss outcomes.

