

Behaviour Policy

Date of review: November 2017

Signed by:

Chair of Governors

Date: _____

Headteacher

Date: _____

Comments from the person conducting the review:

- Updated in line with current procedures and practices and following a positive independent review of the school's Team-Teach practice.
- Updated information regarding the number of safe spaces.
- Updated Team-Teach training timescales.

Introduction

This policy is not a stand-alone document and should be read and used in conjunction with other policies, including the Child Protection and Safeguarding policy, Health & Safety policies, Pupil Engagement policy, Positive Handling Policy, Safe space policy and the School's Complaints Procedure.

This whole school policy is in accordance with:

The Education and Inspections Act 2006
Children Act 1989/2004
Human Rights Act 1998
UN Convention on Children's Rights
Common Law
Department of Health Guidance on Permissible Forms of Control (1993)
Health and Safety at Work Act 1974
Social Action, Responsibility and Heroism Act 2015

It also reflects current guidance including:

The DFES/DOH Joint Guidance for Restrictive Physical Interventions July 2002
BILD Code of Practice 2010
Physical Interventions: A Policy Framework
Team Teach training and principles
Sir Herbert Laming Interpretation of the Children Act
DFE – Use of Force revised 2013
DFE – Behaviour and Discipline in School revised 2014
Creating a culture: How school leaders can optimise behaviour. (Tom Bennett, independent review of behaviour March 2017)

The long standing school motto of Northern House School, Believe, Achieve, Succeed supports our core values:

We Believe in ourselves as learners and protect and respect others in the school community.
We Achieve in our learning through resilience, compassion and by nurturing our strengths.
We Succeed in our learning; this fosters a happy environment and gives us opportunities to celebrate these successes.

Northern House School is committed to promoting a safe, calm and purposeful environment. Effective teaching and learning takes place in an atmosphere that is purposeful and calm. School staff strive to respond to learners in ways which take account of their varied life experiences and needs. Staff believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment or background.

The school promotes a calm environment and safe behaviour by adopting the concept of a professional family which is reflected below:

- Providing a meet and greet. Staff welcome each child as they arrive to school or exit their taxi. Starting each day afresh, where possible, or have an alternative plan in place so that this is possible.

- On entering school in the morning every child is offered breakfast and a drink. They sit down together and aim to start the day settled. This time allows for staff and children to attend to any issues or events that may serve to disrupt the learning environment.
- Class staff have clear routines and procedures. Daily routines promote a calm orderly environment for the whole school community; when things feel unpredictable, our children can struggle.
- Staff take care to anticipate any changes in daily routines, and where possible, adequately prepare the child/children for predictable changes.
- Daily staff briefings help to communicate changes and events coming up for the day, as well as providing staff with a forum to raise concerns, issues and important information about staff changes, our children and their needs. These daily briefing notes are emailed to all staff.
- The use of visual timetables in class help children sequence their day and aid the reduction in anxiety. (This can include any individual interventions or therapies that take place daily in our school)
- Our school rules are:
 - Be safe, sensible and kind
 - Ignore inappropriate behaviour / behaviour that distracts us from learning
 - Try your hardest and 'have a go'
 - Do as you have been asked first time: this keeps the school community safe and orderly
- School rules serve as a structure for our community and a way of shaping the emotional environment and behaviour expectations for all.
- Consistency in the application of the rules helps us be predictable in our responses to children's behaviour, and helps the children understand that following the rules keeps the school community safe and orderly. We can aid this consistency through teaching, referring, reminding and reinforcing these rules.
- The staff maintain clear and safe boundaries by establishing rules, routines, expectations and keeping the safety, both physically and emotionally, of all our children at the forefront of everything we do.
- School staff focus on the positive and take the opportunity to use positive feedback as opposed to criticism. Our children are more likely to be successful in their learning if staff adopt such an approach.
- Where possible, school staff employ a gradual and graded approach when responding to inappropriate behaviour (unless there is immediate risk of harm). These 'least to most intrusive' approaches are outlined below:



- Non-verbal response
 - Tactical/planned ignoring
 - Praise, prompt, praise reassurance
 - Success reminders
 - Humour / relating to the child
 - Physical proximity/positive touch
 - Simple direction
 - Distract, divert, defuse, deescalate
 - Change of activity
 - Change of face / help script
 - Rule reminder
 - Reinstating boundaries
 - Clear direct language describing what is expected
 - Take up time
 - Blocking or assertive statements
 - Time out / withdrawal offered (supervised)
 - Choice and consequences
 - Warning
 - Time out / withdrawal directed (supervised)
 - Change of environment / help script
 - C.A.L.M – communicate, assess, listen, make safe
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- The school uses a range of rewards that are in place to encourage and motivate children to make positive choices and to help them be the best they can be in all they do. Children receive rewards for many different things in school including doing their best in their school work, working hard on changing their behaviour, effort and being a kind and supportive member of the school community. These rewards are outlined below:
 - Positive feedback
 - Stickers
 - Credits – using the credit sheet and Sleuth online recording
 - Sharing their work with other staff and pupils
 - Earning target time
 - Earning various certificates

 - We value and celebrate children’s efforts and abilities through celebrations assemblies and the use of targeted individual and group certificates. (Diamond Standard, Eureka Award, Good citizen awards, end of term assembly, timetables and spellings certificates).

 - In order to help shape behaviour, keep the school community safe and to teach our children responsibility for their choices, we have a menu of ‘actions’ available to all staff. Clarifying what is acceptable/unacceptable behaviour can teach our children how to function in a community and support them to behave in way that keeps our community happy, safe and engaged in learning. These actions are outlined below:

- Credits not Earned
 - Credit fine
 - Verbal apology
 - Written apology
 - Work completed later
 - Partial loss of break
 - Full loss of break
 - Partial loss of target
 - Full loss of target
 - Out of class (class adult)
 - Out of class (Different class)
 - Out of class (SLT)
 - Verbal prompt to Safe Space
 - Physical prompt or guide
 - Restrictive Physical Intervention
 - PVA form complete
 - Accident form completed
 - Incident referred to SLT
 - PHP/Risk assessment/Pupil passport reviewed
 - Parents/Carers notified
 - Internal planning meeting
 - Internal exclusion (Safe Space) with adult
 - Fixed term exclusion
 - Permanent exclusion
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- By working hard to establish positive relationships with get to know our children very well. These supportive and trusting relationships help children feel safe, secure and able to learn when working in a quiet, calm and happy environment. The school community believes this can be best achieved by creating and maintaining an approach which is consistent, fair and predictable and where positive relationships develop and thrive.
 - School staff encourage children to express and talk about their emotions and frustrations. Staff understand that behaviour is a communication. We have access to a Post Incident Learning (P.I.L) app that can help both the child and adult understand what thoughts/feelings are behind the behaviour and help to inform our planning for the children. This is done through an interactive P.I.L app. accessed on the schools iPads.
 - The school involve parents and professionals so we never lose sight of the individual and to aid a consistent approach to supporting individual's needs. We do this by ensuring good communication between agencies and activity embrace multi-agency working. Referrals for support and advice are made in a timely fashion and key agencies are invited to attend reviews.

- The class/groups are well planned and thought out. There is scope to move classes at any point with the year if it is felt this would be beneficial to the child's learning needs or emotional well-being.

- Currently all pupils have 'Pupil Passports' which encompass a behaviour plan based on the '6 stages of a crisis, a risk assessment, a positive handling plan (if required) and a behavioural communication plan. This 'passport' outlines support, targets and desired outcomes from their individual EHCP. This plan will serve to consolidate key information and learning about the child in one document. This document will be formally reviewed three times a year and informally when required.

- School staff listen to what the child is communicating through their behaviour and adapt planning accordingly; the main aim is to keep children, on task, safe, in class and learning.

- Approaching children pleasantly and respectfully, while remaining calm will enable staff to defuse, distract and divert the children rather than escalate.

- We maintain close observation of children who present a risk of absconding. Each teaching area has walkie-talkies to enable prompt, direct communication between classes, office staff and senior staff.

- Every classroom and most learning areas have a Blick alarm to raise immediate support to safeguard children who are in a crisis. These are used in an emergency and are checked regularly by the senior in house Team Teach tutor. Staff understand the importance of 'change of face' and 'switching adults' as a de-escalation technique.

- The use of withdrawal / time out are used to provide space for the children, peers and staff. This could be done within the class, in another class, in a safe space or with a member of SLT. This also allows for some reflection time so staff can plan the next steps and serves to break cycles of behaviour where children can get themselves 'stuck' in unhelpful habits. Staff may ask children to work on their own away from their class group, in a safe space or in another quiet space if:
 - The child's behaviour becomes too dangerous to remain in the classroom
 - There is a need to manage specific individual behaviours
 - The child's behaviour is preventing the rest of the class from learning
 - The child is struggling to maintain focus in a classroom setting
 - This could be a positive strategy to re-engage a child in learning
 - It is in the best interest of the child

During time out withdrawal times the child will be supported and closely supervised by an adult.

- The school uses an online recording and reporting platform called Sleuth. Staff must record all positive credits and incidents on Sleuth. This data is analysed by school staff and used to help plan support, identify trends/patterns, safeguard our children/staff and evidence progress or problems. Every member of staff has unique login details to ensure the records are accurate, robust and tamperproof.
- The Sleuth data can be used to identify children who require additional provision or extra interventions such as creative therapies. This data is used in referrals to external agencies such as SpCAMHS, Occupational Therapy and Speech and Language Therapy and as part of the Annual Review documentation.

Support for staff:

- Every member of the staff team should be actively involved in supporting their colleagues through team meetings or discussions. Debriefing meetings provide support for staff dealing with and individual child.
- The school management recognise that the behaviour of some children has a detrimental effect on staff's levels of stress. The school management recognises their duty of care and will make a conscious effort to provide the opportunity for effective debriefing.
- Following significant incidents a de-brief with class staff, Head teacher and a Team Teach tutor is required to ensure staff are feeling ok and are provided with a 'supportive space' to talk through what happened, alter plans or access further training/support.
- Clinical supervision is offered to all staff. These group sessions run fortnightly and professional duties are covered in order for staff to attend. The Head Teacher and Deputy Head Teacher are not included in these groups but are fully supportive of them.
- Staff will have opportunities to engage in research and projects that help develop knowledge and understanding of behaviour and pupils with SEMH.
- One to one meetings can be arranged with the Head teacher or senior staff, when required. This allows staff to formally raise any issues that need 1:1 attention.
- Staff are actively involved in the appraisal process, along with their line manager. This allows staff to set objectives, highlight career developments and training needs.
- All staff will receive training that is relevant to their roles and needs. Training in the management and support of challenging behaviour: including the use of verbal and non-verbal, de-escalation and communication approaches, conflict resolution strategies, self-protection strategies and restrictive physical interventions for the

purpose of escorting and holding children (Team Teach training) will be provided to all frontline staff. (Full and part time). The Head Teacher is responsible for commissioning this training, but the organisational responsibilities fall within the remit of the senior Team Teach tutor. Initially staff will receive 'emergency' Team Teach training within 8 weeks of starting at Northern House School, Oxford to ensure both staff and children can be kept safe. This training will be followed up by a 2 day basic Team Teach certificated course within 12 weeks of start date. We prefer to train our staff before their formal start but this is not always possible; we train staff before the 120 day deadline that Team Teach suggests.

- We call upon the skills and expertise of our 'in house' Team Teach tutors to support, guide and enhance our practice where needed. Tutors are often involved in de-briefs and daily support of children and staff.
- The Team Teach tutors run at least three Team Teach focused staff meetings per year to develop current practice and at least three senior Team Teach (SLT and Team Teach Tutors) meetings to discuss behavioural challenges and any issues regarding environment, behaviour, recording, reporting and all things Team Teach related.
- The senior advanced Team Teach tutors have regular support from, and access to, principle Team Teach tutors, expert witness for the courts and expert legal consultants. This means that if the tutors are unable to answer a question, they will have access to those who can provide clarity and direction.

Involving Parents/Carers:

School staff aims to work closely with parents/carers by:

- Maintaining a written dialogue in each child's Home-School Diary and regular phone calls to maintain contact
- Inviting parents to attend reviews: i.e. six weeks after their child's admission to Northern House and the Annual EHCP Review
- Supporting referrals to external agencies
- Encouraging parents to attend Open Evenings and parental events such as Parents' Evenings
- Informing parents by telephone, on the day, if Restrictive Physical Intervention (RPI) has been required and follow this up with a copy of the written report as soon as is possible, ensuring everyone has recovered.
- Parents and carers will be involved in all aspects of their children's behaviour and have a responsibility to support their education. This is outlined in the home/school agreement
- Parents and carers will be encouraged to work in partnership with the school to help shape and promote positive behaviour
- Where necessary and appropriate, Positive Handling Plans (PHP's) will be signed by the parents. From September the PHP will be included in the Pupil Passport.
- Inviting parents into school to celebrate their child's achievements at class assemblies, performances, sports day and concerts

- Our Parentmail system allows us to keep parents up to date with information via text messaging and emails for example, the weekly newsletter.
- 2Simple is used to formulate reports and record progress and achievements. These reports go out to parents three times a year.

The use of physical contact, care, comfort, reassurance and Restrictive Physical Intervention (RPI)

At Northern House School our aim is to provide clear guidance to school staff on the use of physical contact. We want staff to be able to meet the needs of the children with confidence, whilst safeguarding themselves and those in their care.

In certain contexts, and in line with our duty of care, we adopt the concept of being a professional family and mitigate against the risks for our children by using positive contingent touch e.g. walking while holding hands. Physical contact is necessary and justifiable when it meets the needs of the pupil. School staff recognise that physical contact is an integral part of the job, for example when teaching physical skills such as swimming and gymnastics, various forms of therapy, the administration of first aid and providing comfort, care and reassurance.

On occasions school staff may need to use reasonable force to prompt, guide or hold children. They do this in order to help children to control their own behaviour and to keep people safe. School staff maintain a duty of care and make decisions based on the best interests of the children. Duty of care, along with the rights to use reasonable force comes automatically with being given control or charge of pupils. At Northern House School this duty of care starts when the child is greeted as they exit their taxi in the morning.

Northern House School takes its duty of care to all of its school community very seriously. There are occasions when restrictive physical intervention may be necessary in order to promote learning, good behaviour and keep pupils and staff safe. All staff are trained in a two day basic Team-Teach course which promotes a holistic view of behaviour. Northern House School has adopted the training and principles of Team-Teach whose techniques are designed using biomechanics, not pain.

Staff acknowledge there are risks involved whenever people make physical contact and use reasonable force to protect, release or restrain. Team-Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of attempts to keep people safe.

Staff use dynamic and planned risk assessments to reduce risks while keeping the best interest of the child as the paramount concern. A significant part of the Team-Teach training centres on minimising the requirement for use of physical management, and it also includes a range of personal safety strategies and methods for holding children safely. Team-Teach training has achieved the ICM Quality Training Centre Award in accordance with DCSF and Department of Health Guidance. Positive handling training is provided by qualified tutors who are governed by rigorous guidelines.

Any member of school staff can make a physical intervention with a child in certain circumstances. The nature of the physical intervention must be with a reasonable use of force, proportionate to the risk posed by a child's behaviour, absolutely necessary, a last resort and in the best interest of the child. The physical intervention will be for the shortest



amount of time, and whenever possible, will be away from other children and with a second adult present. The circumstances for using restrictive physical intervention (RPI) are predicated on whether there is a foreseeable risk that the child will:

- Harm themselves
- Harm others
- Damage property
- Act in a way that is prejudicial to the maintenance of the order and discipline of the school or among any of its pupils
- Commit a criminal act

If one does use RPI then the questions that are likely to be asked of the intervention(s) are:

- was it reasonable?
- was it proportionate?
- was it necessary?
- was it in the child's best interests?

Negative behaviours for recording and reporting on Sleuth (add context, where necessary, in the comments section on Sleuth)

**Level 1
low risk behaviours**

- Refusing to engage
- Refusing to work
- Refusing to enter classroom/work area
- Refusing / ignoring to follow instructions
- Inappropriate attention seeking
- Avoidance tactics e.g. toilet trips
- Swearing / offensive language
- Comments that are racist, derogatory, offensive / name calling / teasing
- Insolence, answering back, arguing / disrespectful
- Calling out
- Chatting in class
- Shouting / screaming
- Making inappropriate noises
- Talking over others / interrupting
- Destruction of work
- Distracting others
- Pupils mimicking each other
- Fiddling
- Taking things without permission
- Invading personal space
- Off task, moving around the class, lack of effort
- Rocking / swinging on chair



	<ul style="list-style-type: none"> • Not having equipment • Poking other people • Poor manners • Dishonesty • Other
<p>Level 2 - Threat to good order and discipline (Incident that may require a physical prompt, guide or restrictive physical intervention to reduce risk)</p>	<ul style="list-style-type: none"> • Abuse of member of public • Persistent defiance • Persistent shouting / screaming • Persistent swearing • Significant disruption where teaching and learning cannot take place • Refusal to move between locations • Leaving the room without permission • Other
<p>Level 3 - Damage to property / causing a criminal act (Incident that may require a physical prompt, guide or restrictive physical intervention to reduce risk)</p>	<ul style="list-style-type: none"> • Deliberate damage to property • Graffiti • Theft • Vandalism • Distributing offensive material • Refusal to hand in contraband • Spitting (no specific target) • Other
<p>Level 4 - Harm to self (Incident that may require a physical prompt, guide or restrictive physical intervention to reduce risk)</p>	<ul style="list-style-type: none"> • Cutting self • Banging/hitting head, • Punching/pinching self • Biting self • Pulling own hair • Reckless behaviour towards self • Absconding from premises • Other
<p>Level 5 - Harm to others (Incident that may require a physical prompt, guide or restrictive physical intervention to reduce risk)</p>	<ul style="list-style-type: none"> • Assault • Fighting • Bullying • Pulling hair / clothes • Biting others • Barging • Punching • Kicking • Hitting • Slapping • Pinching • Throwing objects at pupils • Throwing objects at staff • Throwing / tipping large objects

	<ul style="list-style-type: none">• Spitting at others• Physical bullying• Unwanted touching• Sexualised behaviour• Intimidating behaviour• Reckless behaviour towards others• Emotional bullying• Cyber bullying• Offensive language to cause harm• Racism• Verbal abuse of other pupils• Verbal abuse of staff• Other
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Staff use the Sleuth platform to report and record all behaviour incidents, positive and negative. All restrictive physical interventions (RPI's) are required, by law, to be recorded and reported on a 'tamperproof robust system'. Ideally this reporting and recording of RPI's is done within 24 hours however the important thing to ensure is that everyone is ok.

It is deemed best practice to inform the parents if RPI has been used. Sleuth provides staff with the facility to print off hard copies of reports regarding RPI's and send a copy home (understanding that weekends and school holidays may delay the posting of these reports) Sleuth also allows us to look at our data and help us to reduce risk, restraint and identify any patterns for our children in order to facilitate the best support.

Risk assessments are in place for children whose behaviour is a foreseeable risk, who require regular physical reassurance or restrictive physical intervention. Positive Handling Plans (included in the Pupil Passport) are written as a response to those identified risks and are written after the first episode of physical intervention. These plans are formally reviewed termly and informally reviewed after every significant incident.

In school we have four 'safe spaces' that are set up to provide an environment that reduces risk and supports de-escalation. (Please see separate Safe Space policy). We also provide various sofas and seating areas around the school to ensure we can get our children to a safe area without the need to escort them a long way. Where possible the composition of these sofas and seats are planned to fit purpose and needs of the children.