

Individual Growth, Individual People'

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Behaviour Policy

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Newark Orchard Behaviour Policy

Context

Newark Orchard is an area Special School that meets the needs of a diverse population of SEN pupils from various locality communities. The following policy is intended to outline the context of pupil responses within Newark Orchard and focuses on the communicative intent of the behaviour presented. It also outlines a scheme of possible responses in terms of strategies and interventions, although the application of these will also be contextualised. The policy also references statutory responsibilities and monitoring procedures, and is an integral part of the school's safeguarding processes and practice.

Rights

Newark Orchard's vision is for '**Individual Growth, Individual People**'.

The following rights apply to all members of Newark Orchard's school community:

- Everyone has the right to learn
- Everyone has the right to be heard
- Everyone has the right to feel safe
- Everyone has the right to feel valued
- Everyone has the right to feel understood

Responsibilities

Some members of the school community have specific responsibilities in regard to maintaining and affecting a positive behavioural ethos, which will be outlined within this document.

Everyone in the school community has the responsibility to monitor, support and implement the rights outlined above. Some members of the school community will need more support than others in order to understand and develop the capacity to ensure the above rights apply to themselves and others.

Behaviour Management

The most effective tool within Newark Orchard for dealing with challenging behaviour is the development of effective relationships with the pupils based on a knowledge and understanding of their basic emotional, communicative and social needs. Staff working with pupils will recognise that this is a diverse continuum, and that pupils will

have a range of responses to both express and maintain their responses to the curriculum and opportunities presented. Alongside Individualised and differentiated educational programmes, staff utilise a range of augmentative systems to support pupils access and positive response to the curriculum.

Examples of these could be:

- Differentiated language
- Adapted environments / equipment
- PECs/ Makaton
- Social Stories
- Visual Timetables
- Multi Sensory Approaches
- Alternative curriculum

It is recognised that within Newark Orchard Learning and Behaviour are intrinsically linked. Therefore, promotion of appropriate behavioural responses and improvement in pupil's capacity to engage as effective communicators will have a positive effect on their independence, capacity to contribute to the community and also on their ability to contribute responsibly and positively to the school community, regardless of ability.

Staff should also build up pupils' capacity to deal with change through preparation, empathy and a structured and predictable routine.

Within Newark Orchard this means that while there are shared rights and responsibilities fundamental to the school community, an individualised approach to behaviour management is advocated, and rewards and sanctions will be applied subject to that pupils' capacity to understand and take responsibility for their actions.

Individual Approaches

Newark Orchard's vision is for '**Individual Growth, Individual People**'.

An example of this in relation to behaviour management is the promotion of a calm working environment, with some pupils expected to work quietly at times, and put up hands to make a request, with agreed class sanctions for those pupils who refrain to follow the rule and rewards for those who do or show improvement of response. Within the same environment there may be pupils with more complex needs who may need to verbalise anxieties or positive responses immediately and also may do this noisily or through other loud verbal utterances. It would be inappropriate to apply a sanction in this instance, but staff would be teaching pupils to request attention more appropriately as part of a longer term intervention.

Another example would be to generally say spitting is not acceptable or tolerated at Orchard school. However there may be pupils who spray spittle in order to fulfil a sensory need. Where this is the case, staff will work to replace this with a more appropriate behaviour by identifying the need for sensory feedback. Where a more able pupil chooses to spit as a sign of aggression or to show disdain it would be more appropriate to apply a more directive sanction.

Promoting Positive Behaviour within Newark Orchard School

Newark Orchard recognises the fluid cognitive and emotional dynamic of its pupils, especially those with fundamental pragmatic and language difficulties, attachment disorders, and Autistic Spectrum Condition. In relation to this, the following is not an exhaustive list of interventions and strategies, but forms some of the common currency of approach for staff in dealing with and fostering positive behaviour.

All members of the school community are encouraged to promote an environment where positive behaviour is more powerful than negative behaviour.

In order to exemplify this ethos, the following provides a non-exhaustive template for ways of recognising and reinforcing positive behaviour.

| Behaviour | Reinforcers |
|------------------------------------|---------------------------------------|
| Appropriate social behaviour | Verbal / non verbal affirmation |
| Purposeful communication | (smiles, eye contact etc |
| Perseverance | Certificates / stickers / stamps |
| Attention | Merit / star system - hierarchy of |
| Learning behaviours (attention. | rewards / tokens |
| organisation, problem solving, | Reward time / tangible reward |
| consistency, engagement etc.) | Special jobs / responsibilities |
| Good work ethic | Special group activities |
| Respect for work environment | Letter / phone call home |
| Following classroom rules | Classroom reward systems |
| Engaging with others in a positive | Sent to other staff for recognition / |
| way | reinforcement |
| Tolerance | Public recognition - assemblies - |
| Acceptance of change | showing work to other teachers etc. |
| | Discreet reward for aspects of |
| | school day - break, lunch etc |
| | Time in favoured environment |
| | Lunch with staff / friend etc. |

Dealing with inappropriate behaviour in Newark Orchard School

Pupils who are engaged and motivated and working in an environment where there is stimulation and challenge, with adults who show unconditional regard for their welfare are less likely to behave inappropriately. When these fundamentals are in place and behaviour becomes an impediment to learning, a range of strategies can be applied.

Responses may include:

- Focus on 2/3 specific behaviours
- Using peer recognition and praise for appropriate behaviour
- Social stories
- Distraction
- Humour
- Commentary (you're talking very loudly etc)
- Presupposition / intonation/ expected compliance (sit still thanks, thanks for lining up quietly class 3 etc)
- Take up time
- Rule reminder / warning etc.
- Positive recognition of others
- The 'look' / change in voice cadence/tone.
- Tactical ignoring (planned ignoring of inappropriate behaviour / monitoring discreetly or from a distance)
- PECs / Makaton
- Visual clues to inform of timetabling, next activity to come etc.
- Saying no / stop etc.
- Change of activity / adult
- Movement break

Dealing with Low Level Inappropriate Behaviour

Possible responses

| Behaviour | Responses | Consequences |
|---|---|---|
| <p>Examples</p> <p>Talking, fiddling, tapping, over exuberance, inappropriate (silly) comments, chair tilting, whispering, wrong equipment, not following learning routines punctuality, goading other pupils secondary behaviour (tutting, banging desk, turning away etc) low level agitation / anxiety</p> | <p>Use ongoing preliminary options and ensure teaching and learning basics are in place</p> <p>Consider learning experience - have they understood the expectation / their role</p> <p>Change learning mode - eg Oral into practical/ change of environment.</p> <p>Positively reinforce other pupils' appropriate behaviour - immediately and at the end of sessions.</p> <p>Planned ignoring of inappropriate behaviour.</p> <p>Use rule reminders / assertive instruction</p> <p>Language of choice eg - you can choose to make silly noises and lose a playtime minute or finish your writing and go out with the rest of your friends.</p> <p>Hierarchy of sanction language</p> | <p>If compliant then praise</p> <p>Removal of attention</p> <p>Change of seat</p> <p>Loss of playtime minute etc.</p> <p>Time out (directed and to an agreed location within / outside of the classroom and monitored by pupils' teaching staff unless intimated differently on a behaviour plan).</p> <p>Focus on reflection - what could we have done differently/what rule was broken</p> <p>Repeated and purposeful disruption - move onto to medium level responses.</p> |

Dealing with Medium Level Inappropriate Behaviour

Possible responses (relative to staff professional response to individual child's capacity to respond and inappropriate conduct)

| Medium Level Impact | Responses | Consequences |
|--|--|---|
| Ongoing low level behaviour | Use ongoing options and ensure basics are in place | As above |
| Damaging equipment | | Behaviour monitoring forms For ongoing... |
| Non - compliance - direct challenge | Rule reminder - assertive language - choice language | Written warning (point to possible behaviour contract / agreement) |
| Refusing to come in from play / break | | Visual representation of displeasure (PECs / Social story etc) |
| Refusal to engage in reasonable tasks | | Removal of tangible privileges (eg. 'job responsibilities, roles in assembly, time out of playtime, removal of attention) |
| Purposeful and targeted goading other pupils where it is known that they will respond negatively | Hierarchy of sanctions - refer to individual plans eg 1 st 2 nd warning then 'x' | Letter home / message |
| | | Time out |
| | | Senior management involvement - or other familiar adult involvement |
| | | Class meeting (whole class - for pupils to agree consequences / or staff to meet to discuss strategies) |
| | | Any appropriate consequences that aren't humiliating and are targeted at the behaviour not the individual |

Dealing with Significant and Higher Impact Level Inappropriate Behaviour

Possible responses (relative to staff professional response to individual pupil's capacity to respond and recognise inappropriate conduct)

| High Level Impact | Responses | Consequences |
|--|---|---|
| <p>Examples</p> <p>Physical /verbal aggression</p> <p>Intimidating behaviour</p> <p>Prejudiced behaviour</p> <p>Absconding</p> <p>Persistent and intentional behaviour that purposefully impedes on the rights of others to feel safe or to learn.</p> | <p>School agree process of responding to higher level of behaviour through individual behaviour plans - who, what, when, how, etc.</p> <p>Possible positive handling, crisis de-escalation procedures</p> | <p>Letter home</p> <p>Senior management involvement -</p> <p>Individual behaviour plans outlining strategies and interventions - unique to each individual</p> <p>Behaviour contracts - verbal written pictorial (adapted for ability) with timeframes and clear expectations</p> <p>Physically aggressive behaviour - CRB framework - procedures for repair and rebuild etc.</p> <p>Ongoing procedures including parental involvement, multi-agency support, internal / formal exclusion etc</p> <p>Significant incident forms</p> |

Positive Handling

Within Newark Orchard school there may be a range of circumstances in which positive handling strategies, including physical intervention maybe used. The circumstances for these occasions are explicit and embedded in legislation which guides staff practice, and at best are described on a principal of least to most intrusive. Orchard has a Positive Handling policy which references how and when interventions are needed and required.

A clear framework for this is identified as follows.

- How was this intervention in the best interests of the child?
- Why was it absolutely necessary?
- How was it reasonable and proportionate?

School Recording and Monitoring Systems

Where there are ongoing and significant behavioural concerns with regard to individual pupils then the following procedures need to be addressed and established.

A Behaviour Intervention Plan (BIP) needs to be drawn up and shared with the wider staff team to ensure consistency. This is the responsibility of the class team in the first instance to relate concerns and promote consistency of approach.

Risk assessments must be in place for pupil behaviour which significantly impede or compromise the safety of others at school. BIPs outline responses to adverse or severe behaviour and identify procedures for staff to follow including positive handling where necessary.

Significant behaviour incidents are recorded on CPOMs. Significant incident reports are collated both in order to evaluate the impact of interventions in terms of promoting more positive outcomes, ensuring that safeguarding procedures are in place, and also seeking to signify patterns and possible triggers for specific negative behaviours. It also ensures staff are aware of emerging behaviour patterns alongside regular pupil discussion at department meetings and briefing meetings, where information is shared in summary form to outline any significant concerns about a child or new strategies that are been applied.

In answer to the question 'when should a significant behaviour incident form be filled out' staff will need to make professional judgment, but a good mindset and practice is to have the mentality that if a member of staff is unsure or questioning as to whether an incident form should be completed, then they should complete one.

Incident forms should be completed as close to the event as possible preferably on the same day. The Deputy Heads are notified immediately of incidents by email for analysis and follow up. Any pupils requiring significant CRB(Coping with Risky Behaviour) holds parents/carers will be informed and this will be backed up in writing.

Additionally, in response to recent legislation as mentioned in the Physical Intervention Policy; physical intervention is also recorded when students have the use of safe spaces and when their movement is restricted by staff.

Incident reports need to be completed with consistency.

All members of the school are responsible for the maintenance of positive behaviour at Newark Orchard, and while some members of staff have specific responsibility, the rights outlined in this document apply to each member of the school community.

In addition, the DfE has incorporated a section on dealing with allegations against teachers and other staff in the 'Keeping Children Safe in Education' document March 2015 which will be adhered to.

Orchard will reference and comply with the guidance outlined in the above document. Where pupils' have made allegations against staff and the allegation is proved to be false or malicious, consideration will need to be made in regard to the understanding and purposefulness of the allegation made. For example a pupil with autism who has misinterpreted a social situation or teacher response, or not understood why a sanction has been applied could interpret such action as bullying on behalf of a teacher.

Where allegations are clearly proved to have been made in a malicious and purposeful way, Orchard school will take this very seriously and address the issue directly, using sanctions including exclusion where appropriate. Further work to address the needs of the pupils will align to these direct responses, including considering whether there are any safeguarding issues in relation to keeping staff safe from further allegations and also considering whether the allegation is a symptom of a pupil's wider emotional or safeguarding need.

Orchard also pays reference to Screening, Searching and Confiscation (DfE-00034-2014) which is non-statutory advice to head teachers and staff in relation to powers to search pupils and confiscate items. Orchard acknowledges that good practice dictates that where possible searches should be with pupil consent, and carried out by same sex staff with witnesses present. Where there is reasonable suspicion that a pupil has an illicit item such as a weapon or illegal drugs, then a judgment would need

to be made whether a non-consensual search should be carried out. Given the unpredictable nature of some pupils at Orchard, and their wider social and emotional needs, senior staff would need to make judgements on whether such action would escalate situations unduly, and whether the appropriate agencies (ie Police) would need to be called to support. For non-criminal items, such as music players or phones, the school has procedures in place for pupils to hand these in at appropriate times of the school day or, on the 14-18 site, lockers have been provided. Again, while it is a general school expectation that pupils hand in or put such items away in lockers etc, for some pupils listening to music during break or unstructured times may be a strategic option for reducing anxiety around social situations, and will be considered within this framework as necessary on an individual basis..