



Churchill Park Academy

Behaviour Policy

Person responsible for the Policy	Headteacher
Date last reviewed	May 2022
Review Date	May 2023
Is this Policy to appear on the school website	Yes

Introduction

This policy promotes a positive approach to behaviour with emphasis on praise, reward and encouragement, which will foster a secure, supportive and enjoyable learning environment. We aim for the highest standards in all aspects of school life, where each individual is intrinsically valued.

At Churchill Park Academy our Behaviour Policy reflects our understanding of the complex needs of the pupils, taking a holistic, whole-person, approach to behaviour that encompasses; sensory processing, positive behaviour strategies and appropriate physical environments. It is our vision that the Behaviour Policy contains guidelines of how to effectively support every pupil to enjoy school life, promote **independence**, be part of a wider **community**, **include** and **excel** in all areas and learn to their full **Capacity**.

We have high expectations for all our pupils in terms of their ability to learn and every day is viewed as an opportunity to extend knowledge and skills. However, one of the biggest barriers to achieving this may be the pupils' difficulty to self-regulate. Access to the curriculum can be severely hindered in a pupil who is emotionally dysregulated. It follows, therefore, that a happy and emotionally regulated pupil is more inclined to make progress due to their readiness to learn and engage. Churchill Park's aim is to truly understand pupils and their behaviour, implementing strategies with one aim in mind: to improve the quality of life for all of our pupils and their families.

Our pupils are able to behave appropriately when their needs are well met in school and in extra- curricular activities.

- Behaviour is a means of communication. Staff to identify the function of behaviour
- With the right kind of support and intervention children can learn to improve and manage their behaviour well
- Mistakes are part of the learning process and we recognise that all of pupils are at different stages of the learning process
- All of our pupils have learning difficulties which impact on how they learn to behave

- All staff can learn strategies to support our pupils to improve their behaviour

We therefore promote positive behaviour through our Incredible Years programme and through individual approaches. Our pupils find learning difficult and learning a new behaviour is a task that may be learnt in small incremental steps over a long period of time.

Aims

- To create a purposeful and happy atmosphere which will enable pupils to feel secure to develop as individuals
- To acknowledge and value achievements at all levels
- To encourage increasing independence and a sense of personal responsibility
- To work in partnership with parents and carers
- To take every opportunity to enhance self esteem
- To encourage tolerance, kindness and respect for others as well as self- respect
- To have a good quality of relationship with each other and the pupils
- For staff to consider the learning styles and needs of all of our pupils
- For staff to have realistic expectations about the rate of progress a pupil will make when learning to develop or adapt new behaviours
- Staff use visual information, social stories, visual cues to diffuse situations □ For staff to be aware of the sensory needs of all pupils

Behaviour and Communication

- Behaviour being a form of communication, staff to identify the function of behaviour
- How our pupils behave gives us important information about how they are feeling
- Supporting our pupils to effectively communicate is a very important part of supporting them to behave properly
- Pupils with autism, profound or complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

Expectations

Staff are expected to:

- Always be respectful to pupils , not talk about them over their heads or in front of other children
- Reflect on what may be the underlying issues that drive or trigger behaviour in our pupils
- Be non-judgemental about pupil's life experiences, but use evidence to inform planning
- Think about ways of responding to challenging behaviour in a non- judgemental and supportive way
- Acknowledge that this can be very difficult, especially if a pupil is aggressive or is targeting others in a very focussed way

- Name and manage emotional reactions to pupil's behaviour ie. demonstrate emotional intelligence at all times.
- Seek support if you are finding it difficult to manage feelings about a pupil's behaviour
- Develop their own emotional resilience through professional support provided by the school
- Quietly but firmly hold appropriate boundaries for all pupils
- Listen respectfully to the pupil, and make judgements about how/when to respond
- All staff must be committed to CPD in behaviour management through peer to peer support, coaching and mentoring and reflective practice
- Actively build trust and rapport -they have to be earned -they are not given
- Provide pupils with a good role model
- Have clear classroom management plans appropriate to pupil age and abilities
- Keep your word- and if circumstances change and you are unable to honour a commitment then communicate this clearly and honestly
- Invest in your relationship with the pupils and have fun together
- Realise that mistakes are part of the learning process and that staff don't make judgements about it but instead they support our pupils to get it right.
- Consider what might be behind the behaviour **why** the pupil is behaving in this way. There will **always** be a reason ; the behaviour is a symptom of something that we need to identify
- Identify the strengths in the pupil, with the pupil and build on those strengths. If the pupil is not able to do this then advocate for the pupil within the team
- Seek support from wider professional networks to problem-solve challenging behaviour
- Deliver pupils learning opportunities using the Incredible Years positive classroom management approach.
- Read and follow the physical intervention policy and the behaviour policy
- Liaise with parent about the behaviour
- Keep records of behaviour issues using CPOMs
- Record serious incidents on a serious incident forms and the Bound and Numbered book.

Pupils are expected to:

- Be polite, kind and caring towards one another
- Help those less able than themselves
- Show respect for and listen to adults
- Show respect for the school and classroom rules
- Show respect for all property
- Evaluate and modify their own behaviour to the best of their ability

Parents and carers are expected to:

- Be informed and supportive of aspects of their child's behaviour in school
- Be supportive of this behaviour policy
- Provide school with an emergency contact number
- Sign and agree to their child's Behaviour Transformation Plan or Risk Assessment.



Strategies to encourage positive behaviour

Behaviour management strategies used in the Churchill Park Academy will be diverse to suit the needs of the pupils.

Staff will differentiate between pupils, using strategies appropriate to the individual. Some pupils whose needs are greater than others will have a Behaviour transformation Plan and or a Risk Assessment in place which should be adhered to by all staff who come in to contact with those pupils.

Each classroom will have behaviour management strategies in place including:

- Rewards/Positive Reinforcement
- Consequences

These will be pupil and ability appropriate. Each class teacher will compile their plans with the pupils to enhance their ownership and understanding of expectations upon them.

Preventative strategies

At Churchill Park we believe that it is far better to prevent inappropriate behaviour occurring than to deal with it afterwards. If we are able to meet the pupil at their point of need it is more likely that the challenging or unhelpful behaviour will stop.

Preventative strategies therefore include:

- Being well prepared for lessons
- Accurately assess the pupil's needs
- Plan to meet the pupil's needs as identified in their EHCP and BTP
- Support the pupil to have high levels of resilience
- Support the pupil to have high self esteem
- Frequent positive reinforcement when things are going well and minimal feedback for low level, undesirable behaviour
- Involving pupils in target setting and promoting self- assessment
- Delivering a suitable curriculum challenge with appropriate activities
- Being aware of pupils' backgrounds and any emotional fragility
- Being aware of pupil dynamics within the class
- Ensuring routines and tasks are understood by pupils
- Having a consistency of approach and setting clear parameters for pupils
- Understanding and diverting trigger points for individual pupils
- Having high expectations of standards of behaviour
- Using humour to help diffuse a situation or lighten an atmosphere
- Raising self esteem by: praising when it is earned, giving rewards for good behaviour/kind acts, giving responsibility, encouraging peer praise
- Facilitating opportunities for independence
- Liaising with parents/carers
- Liaising with the behaviour team (Assistant Head Teacher, Team Teach Leads and designated HLTA) for additional support
- Offer choices to pupils

Rewards and Consequences

Reward

We have in place a reward system which is designed to appeal to all age groups. Such rewards include:

<ul style="list-style-type: none"> ★ a smile ★ verbal praise ★ a thank you ★ special stickers ★ comments and stamps in books ★ a clap ★ asking children to nominate who to reward ★ certificates 	<ul style="list-style-type: none"> ★ messages home ★ symbolic rewards ★ special visits to the HT or other adults ★ star of the day/week ★ Preferred activities eg. Sensory room, ipad use etc. ★ class trophies ★ HT Behaviour and Achievement record
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We prevent inappropriate behaviour by:

- reminding children of how to behave well
- noticing good behavior □ encouraging good behaviour

Consequences

An essential part of our behaviour management lies in the fact that a pupil knows consequences will be imposed for unacceptable behaviour. The principles upon which consequences are based are that they should be:

- the consequence needs to be a natural consequence which makes sense to a child.
- avoided where possible
- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- sufficiently disagreeable to discourage a repetition
- involving parents where deemed appropriate

A review by staff must follow - was there anything that could have been done differently to enable the child to manage.

Reparation

Repairing relationships

- Opportunities to repair the situation must be given to the child.
- Children want to do this.

- We do not believe in the concept of punishment because it focusses the child's mind on the punishment rather than what they did.
- This frequently leads to them being angry about the punishment rather than thinking about the effect of their behaviour on others.
- Even very young children /with complex difficulties can be supported to repair the situation.
- We cannot make assumptions about what they feel.
- Unresolved difficulties can make children very anxious and this can cause behaviour to escalate and become habitual.

Descriptive praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote. eg "I liked the way you came in the first time I asked"

"I noticed how kindly you supported L . Thank you"

"Thank you for returning to the activity so promptly"

We are also giving them positive feedback and personal recognition. This raises their self esteem. This leads to improved behaviour. Descriptive praise supports behaviour for learning.

Rules should be few in number. Where developmentally appropriate they should be agreed with the pupils. Communicated in a way that pupils can understand, including PECs cards/ social stories/objects of reference. Stated in the positive - ie. this is what we are going to do. Regularly referred to and appropriate to the activity engaged in.

Children with exceptional behavioural needs

The majority of pupils will respond positively when members of staff work within these guidelines. However, some of our pupils need additional support to manage their behaviour.

We do this by

- Working in line with this policy
- Putting in additional scaffolding tailored for the individual needs
- Multi agency review
- Observations
- Medical investigations to ensure the pupil is not unwell or in pain
- Drawing up a BTP and or risk assessment

Recording

- A copy of all Behaviour Transformation Plans must be saved on the server.
- Serious Incidents must be recorded on CPOMs and in the bound and numbered book.
- Risk Assessments must be completed for the most challenging pupils.
- Behaviour Weekly Tracker sheets can also be completed and uploaded to CPOMs
- Bullying incidents must be recorded and highlighted to the Assistant Head Teacher

Behaviour records

- **Serious incidents** must be recorded on the serious incident form and in the Bound and numbered book..
- **Behaviours that are repeatedly exhibited** These must be recorded in CPOMs. Staff may seek support from the Behaviour Team to identify triggers/antecedents and adapt their management strategies.
- Those pupils who have a written behaviour plan may need **weekly tracker sheets** identified in policy. You can ascertain if strategies used are decreasing the frequency.

Criteria for Pupils Who Need a Behaviour Transformation Plan

A pupil who exhibits: -

- behaviours which prevent him/her self accessing the curriculum
- behaviours which are a danger to him/her self (health/safety)
- behaviours which are a danger to other pupils or staff
- behaviour which seriously disrupts the efficacy of class management and curriculum delivery or an individually supported pupil who would exhibit unacceptable behaviours if unsupported.

Copies Churchill Park Behaviour Transformation Plan format can be found on the server. BTPs are sent home to be agreed and signed by parents. This copy must be in the pupil learner profile and uploaded onto the server.

Some pupils need very specific and detailed plans, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to the pupils learning day we always plan jointly with the parents/carers and the multi disciplinary team, the local authority and external agencies.

Bullying (including cyber bullying)

Bullying occurs far less within a small group setting than in mainstream because pupils are more closely supervised. The most vulnerable time is during outside play, where pupils have free time which is generally unstructured. If bullying occurs, obviously staff must intervene immediately. If at lunchtimes play, it must be reported to the class teacher and assistant head teacher. Staff should comfort the victims and reassure them of their future safety. The pupil who has bullied needs to be made aware of the hurt and upset he/she has caused and that it is totally unacceptable. Work can be done to promote reconciliation between victim and bully. Bullying is addressed in the PSHE curriculum

- We do not tolerate bullying
- Bullying should never be ignored
- All instances of bullying must be recorded
- Parents must be informed either by phone or face to face
- Every instance needs to be addressed in line with this policy. Each pupil taking responsibility for their actions and apologizing /agreeing to stop/change the behaviour causing concern

- Pupils need to be taught how to keep safe online (see separate policy) Further guidance is on the Anti bullying policy



Discriminatory language /incidents

- Although rare, incidents that include elements of racism, homophobia, sexism or relate to disability/gender/religion are not acceptable in school
- Must be reported to SLT
- Must be recorded and followed up Further guidance is on the Equality policy

Our zero-tolerance approach to sexual harassment and sexual violence

We are committed to ensuring that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored, in line with expectations of Paragraph 275 of the Ofsted Inspection Handbook (2022).

As a key element of our safeguarding culture, principles and procedures, pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Our response will always be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include, but not be restricted to;

- Suspension for a fixed period
- Internal Exclusion
- Permanent Exclusion
- Referral to Norfolk Police

We have clear Safeguarding and Child Protection procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Norfolk Children's Advice and Duty Service (CADS) and to respond to advice from CADS for possible referrals to:
 - Norfolk Early Help
 - Children's social care
 - Police

Please also refer to our child protection and safeguarding policy for more information.

Physical Intervention

Is the positive application of sufficient force to ensure, by physical means alone, that a pupil does not injure either him/herself or a member of staff or another pupil or property and failure to intervene would constitute neglect. It should rarely be used and procedures should follow the Positive handling policy guidelines.

Team Teach (See Restrictive Intervention Policy for more information)

There may be times when children's behaviour requires staff to use positive handling to ensure the child's own safety, the safety of other children and staff, or that property is not seriously damaged. This can require the use of physical intervention. 'Team Teach' is the approach adopted by us to manage challenging and aggressive behaviour. Some of our teaching and non-teaching staff have been trained in the use of this approach (Sophie Finney, Carl Harris and Ben Enefer).

The basic philosophy of the approach is as follows:

- 95% or more of all incidents should be managed without recourse to physical intervention.
- It is a flexible framework of responses stressing a holistic approach.
- De-escalation of situations is a priority (e.g. using communication skills, humour, distraction etc).
- Gradual and graded positive handling techniques are based on providing the maximum amount of care control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned

All incidents of positive handling are reported, recorded, monitored and evaluated.

Restricting Liberties

At Churchill Park a pupil **may never** be

- Locked in a room alone, without support or supervision
- Deprived of food /drink
- Denied access to a toilet

Corporal Punishment is illegal and must never be used in school

Contingent touch may be used appropriately eg. Pat on the shoulder in a public place in the appropriate context

Holding may be appropriate if used in a positive behaviour management strategy (see policy) or if a pupil has complex sensory needs and requires squeeze or deep pressure BUT this must be written into their BTP as part of their sensory profile

Absconding

In the case of a missing child, or a student who has absconded. Member of staff to inform Head Teacher, member of SLT, designated staff and main office.

- Head Teacher or member of SLT organises search of buildings and known places that the pupil may have gone to.
 - If the pupil is not found then all available staff to complete a more thorough sweep of the school and check the perimeter of the grounds.
 - School office must phone the police when area has been fully checked if the child is not found.
 - School office to immediately contact parents/carers and inform them of the situation when the Police have been informed. Always keep parents updated.
 - Consideration will be given to whether the search should be extended beyond the school perimeter. This decision will be based on staff's knowledge of the child and on the levels of risk, any active risk assessment and on what action is in the child's best interests. Liaise with the police at all times.
 - Any staff who leave school grounds must take a mobile phone to contact school. Staff should where possible leave the site accompanied by another member of staff.
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- Once a pupil has been found then the lead SLT member will use their professional judgement to outline the response towards the pupil and the support the pupil will need in the future.
 - A report on CPOMS must be filed on the incident. □ Member of SLT must brief police and parents.

Where a pupil attempts or is seen to be leaving the school premises without authorisation the following procedures must be followed:

- Staff must follow the student to the perimeter fence or gate and must try to persuade the student to stay in the school.
- De-escalation techniques must be attempted. In such stressful circumstances it is important that staff remain as calm as possible and follow procedures.
- If a student is deemed to be a high risk to themselves or other people then staff should adhere to the Positive Handling Strategies as per Team Teach training.
- At all times staff must be aware that active pursuit may encourage the student to leave the immediate vicinity of the school and may also cause the pupil to panic, possibly putting them at risk by running onto a busy road, for example.
- If the student has left the immediate vicinity of the school the Head teacher or SLT members must be contacted immediately and the lead person will direct the course of action.
- Staff will follow the student and engage in a local search, following the student at a safe distance if in view.
- The SLT lead may direct additional staff to join the search in a vehicle, taking a mobile phone to contact school.
- If the searching staff lose sight of, or are concerned for the safety of the student or themselves, they must contact the school office giving current details of their location and the clothes which the student is wearing. □ The SLT or designated staff must contact the Police and student's parents/carers immediately. These phone calls must be made concurrently.

- If the pupil(s) has left the immediate vicinity of the school grounds and are no longer visible then the SLT will make a decision as to how to take matters further which will take into account the age of the student, the prevailing weather conditions, the nature of the incident which led to the pupil absconding, the pupil's previous history of being involved in episodes of absconding and their outcomes.
- If the student returns of their own volition, parents/carers and the police will be informed as soon as possible.
- Upon his or her return to school, and when the student is calm, the student should be seen by the SLT so that the reasons for absconding may be discussed in detail if this is appropriate. At this point a decision will be made as to the appropriateness of further actions.
- A report on CPOMS must be filed on the incident.
- It is important that following an incident the issues that arise are addressed and staff must:
 - Consider an individual risk assessment for the student involved. If there is a second incident within an academic year then a risk assessment must be completed.
 - Where appropriate, talk through the incident with the student and parents involved. Ensure that a record is kept of

the discussion held with the student and parents. - Complete an incident on CPOMS which can be actioned by the staff member completing the follow up meeting. - Keep all colleagues informed and discuss the incident in staff meetings. - Review procedures for the individual every half term to ensure appropriate control measures are in place and that all staff are fully informed.

Fixed Term Exclusions

We do **not** believe that fixed term exclusions are the most effective way to support pupils at Churchill Park. Decisions to exclude pupils should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child. Exclusions can be managed internally and a child can be moved from class for a period of time.

An exclusion from school would only be used in extreme circumstances such as :-

Incidence of the deliberate use of a knife or lethal weapon; safety of pupil/staff member severely compromised; sexual assault; significant damage to property. All exclusions would always be reported to the chair of governors, the Local Authority, and where appropriate the allocated social worker.