



# Behaviour policy and statement of behaviour principles – a relational approach

## Greenhall



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## 1. Aims

This policy aims to:

- Create a positive culture and whole-school approach that supports our champion children to be the best that they can be
- Provide guidance to class teams, parents and carers, governors and other stakeholders on how to support our children to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- Provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to children with complex learning needs at Greenhall.
- Provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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 to 94 of the [Education and Inspections Act 2006](#), which requires 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
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

### 3. Key Beliefs

At Greenhall we want our Behaviour Policy to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our children. This includes children with Profound and Multiple Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional Mental Health Needs.

*All behavior is communication!*

We consider that behaviours which challenge always happen for a reason and might be the only way a child can communicate - it can arise for different reasons which are personal to the individual. Children who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioural support, and in exceptional circumstances, some form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified, be absolutely necessary to prevent serious harm, and be the least restrictive option.

For the vast majority of our children, their behaviours are appropriate to their developmental age and stage – they do not understand what the consequences of their actions and are learning how to ‘be’ in a social context.

At Greenhall we believe that:

- Our children want to behave well.
- Behaviour is a means of communication — we must ensure that all children are supported to communicate their needs safely and appropriately using their preferred communication systems when they are developmentally ready to do so.
- With the right support and intervention, children can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process and we recognise that all of our children are at different stages of the developmental process.
- All of our children have learning difficulties and other complex needs which impact on how they learn to regulate and manage their behaviour.
- Teachers and class teams must be given the opportunity to learn, understand and have insight into why our children become dysregulated, and reflect on how/why it impacts on their behaviour. To work collectively with our children, their parents/caregivers and other professionals to develop strategies as part of a positive behaviour support plan to support them to self-regulate and manage their behaviour in a positive manner.

Class teams and support staff can support our children by:

- Being mindful and reflecting on the quality of our relationships with each other and them.
- Reflecting and being committed to continuously improve on the quality of our provision.
- Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of their individual needs.
- Reflecting and planning the “scaffolding” we put in place to support them to learn self-regulation skills.
- By observing, gathering and analysing data on behaviour — to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular sessions.
- To work in close partnership with our children, their parents and carers, and other professionals working with them e.g. occupational therapy, speech and language therapy, CAHMS etc.
- To invest time, and allow safe spaces and opportunities for children to practice these skills and make mistakes from which they can learn, develop and grow.

The resources, interventions and learning consist of:

- A total communication approach including a variety of individualised and accessible modes of communication.
- Clear and realistic expectations.
- Rules and boundaries.
- Routines.
- The language of choice.
- Rewards and consequences.
- Reparation wherever possible and appropriate.
- Descriptive, specific praise.
- Fair and predictable responses to both negative and positive behavior (consistency).

We believe that:

Children want to behave well. We believe that our children are happy when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and, where appropriate, their peers. We consider their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills. Children are better able to behave well when their needs are well met in school, at home and in the community.

How children behave gives us important information about how they are feeling. Our children have a wide range of different communication styles and many of our children are pre- or non-verbal using Augmentative and Alternative Communication (AAC) systems to communicate their physical and emotional needs. Supporting children to effectively communicate is a very important way to promote them to self-regulate and behave in a positive manner.

Children with profound and complex needs will need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, pain thresholds, what self-injurious behaviour could be communicating, levels of stimulation and engagement.

Children can learn to improve their behaviour. Children at Greenhall find learning difficult: learning new behaviour is a task, just like learning to read or write.

As adults, we must consider the learning styles and needs of children; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.

Most of our children learn in small, incremental steps over a very long period of time.

Mistakes are part of the learning process. We don't make a judgement about it — instead we support our children to get it right.

All adults can learn strategies to support children to improve their behaviour. Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Greenhall we encourage staff to reflect on what maybe the underlying issues that drive or trigger behaviour in learners, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way. This can be very difficult especially if a child is aggressive. As a school we support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond.

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to on-going professional development, reflective practice and peer support to improve practice, professional competence and responsibility.

## 4. Supporting self-regulation and positive behaviour

The children attending Greenhall have a wide range of developmental ability and understanding and for this reason it is necessary to manage behaviour with discretion and sensitivity to the needs of the individual. What is inappropriate behaviour for one child may be totally appropriate for another depending upon the developmental stage. It follows, therefore, that although there is a generally agreed standard of behaviour expected from children across the school, there will be variations in the way the behaviour of individual children is managed. Any child exhibiting reoccurring anti-social behaviours will have an Individual Behaviour Plan (IBP).

Regular staff consultation, however, will ensure consistency of management and a policy of continually reviewing practices will ensure that children's individual needs are catered for as well as the good of the majority.

### A Positive Approach

Appropriate behaviour will be modelled by staff throughout the daily routine and explicitly taught for example, during circle time or role-play. Appropriate behaviour will always be rewarded positively with suitable actions such as verbal praise and encouragement, smiles, clapping, stickers etc.

Inappropriate behaviour will be discouraged by demonstrating what the required behaviour should be, modelling the required behaviour with the child or with a toy, developing the child's self-esteem and ability to cope in a variety of situations, maintaining a calm approach, being sensitive to children's difficulties etc. A negative response to inappropriate behaviour by an adult will often confirm the child in what he is doing and perpetuate it. The general policy, therefore, will be to use *positive* phrases to guide children rather than negatives e.g. 'Please put the toy down gently' rather than 'Don't throw that toy'. In this way, the child is given a better action to do in place of the inappropriate one.

A well-established routine within a calm organised environment will assist children in developing a sense of the boundaries of acceptable behaviour and staying within them.

### Behaviour Modification

Children present a range of behaviours, some complex and well established, others transitory as part of a natural development process. In all cases in dealing with the behaviour, the emphasis is placed on the needs of the individual child whilst still considering the safety of other children and staff. Some behaviours can be dealt with simply - with staff agreed and consistent measures - others will require careful consideration of the reason for the behaviour and a monitored and evaluated action plan for dealing with it.

Where it may be necessary to devise programmes to address behaviour, an Individual Behaviour Plan – IBP is devised. This starts from the foundation that all behaviour is communication, therefore, in order to address behaviour, we need to understand what the child might be trying to communicate.

IBP's will be handled sensitively by the staff immediately responsible for the child and in consultation with parents and/or other professionals involved with the child. The child's safety and well-being, and that of others around them, will always be uppermost in the plan and a sound knowledge of the child will be used to devise appropriate consequences (rewards and sanctions). Once agreed by all concerned, the plan will be communicated to the wider staff so that consistency of management can be maintained.

As children leave the school and new children arrive, there is a continual change of climate within the normal working routines and therefore the need for review of practices will often be apparent. Regular staff discussions are used to clarify how strategies are working with particular children and to modify or set new ones as necessary.

### Positive Relationships with Children

The relationships with our children are crucial. Each adult is a significant adult for our learners. To foster successful, enabling relationships we need to:

- Actively build trust and rapport with all children.
- We should have high expectations for all children. When we demonstrate our belief in them, it supports them to succeed.

- Treat children with dignity and respect at all times by communicating carefully and clearly in a way that is accessible and appropriate.
- Consider the function of the behaviour; why the child is behaving in this way and what need does it serve?
- Identify the strengths of the child — identify these with the child where possible and build on it. If a child is not able to do this, advocate for the child – listen to their voice!.
- Apologise if you make a mistake — you are modelling this for the child and this will support you to build trust and respect.
- Name and manage your own emotional reactions to children's behaviour i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child.
- Quietly but firmly hold appropriate boundaries for the children.
- Seek support from wider professional networks to problem-solve behaviours that challenge.
- Always be respectful to children; do not talk about them over their heads or in front of other children.
- We are non-judgemental about children's life experiences, but we use behavioural data to inform our planning for them.

### **Positive Relationships with Parents and Carers**

It is important that we work jointly and plan with parents and carers to ensure consistency in our approaches between home and school. Individual behaviour plans, when required, are co-created with parents, the team around the child and regularly reviewed. This includes any form of restrictive physical intervention used to keep a child or young person safe during their school day (this is only to be used as a last resort in exceptional circumstances).

### **Positive Relationships with Other Professionals**

It is important to ensure we are working collaboratively with other therapists and professionals working with children to ensure their input into planning and strategies e.g. speech and language therapist, occupational therapists or CAMHS. It is also the staff's responsibility to share any needed information or strategies with other teams to ensure consistency in strategies and enabling children to regulate and manage their behaviour in different contexts and environments.

### **The Quality of Our Provision**

If we are able to meet each child at his/her point of need and development, it is more likely that challenging, harmful or self-injurious behaviour will decrease or stop.

To do this we need to:

- Have communication systems in place and readily available when a child is presenting as dysregulated. This is their "voice" and should be accessible at all times, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.
- Know their sensory processing difficulties and have appropriate strategies and resources available to support the child to access sensory strategies that may allow them to de-escalate and return to a state of better regulation.
- Accurately assess and understand the child's needs by referring back to their EHCPs, PLP's and previous discussions.
- Plan to meet the child's range of needs specific to the plans drawn up by professionals e.g. equipment, staffing, sensory needs and diets.
- Support the child to develop high levels of resilience and have high expectations for every child.
- Support children to develop high self-esteem, so that they believe that they can succeed.
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the child to do.
- Know what motivates each child and use this as positive reinforcements.
- Personalised learning to ensure that we meet each child at his/her point of development and learning.
- Give the child feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress.
- Praise the child for their specific achievements, i.e. descriptive praise and do this often.
- Actively teach the children behaviour for learning. We use Lenny the Lion's friends as a means of promoting the characteristics of effective learning.



## 5. Organising the classroom for effective communication and behaviour

### Systems to Support Behaviour

Rules to support positive behaviour should be:

- Few in number
- Where developmentally appropriate, agreed with children.
- Communicated in a way that the children can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive — things we are going to do.
- Regularly referred to by staff.
- Appropriate to the activity/lesson and developmental range of the children.

### Routines

Consistent routines support our children to understand expectations, manage anxiety, mentally and physically prepare themselves for their day — allowing them to learn how to self-regulate, engage with learning/activities and manage their behaviours positively. This must be explicitly taught — don't assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our children. Routines also support behaviour for learning.

Staff should however also reflect on how they support children to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Changes to routines should be practiced using appropriate visual resources to allow our children to learn that changes can be managed in a positive manner e.g. use of the 'surprise' symbol when it is something different.

### Communication and Social Interaction Difficulties

Most of our children need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day. Behaviour that challenges is often the result of a breakdown in communication. To support a child that has become dysregulated or in distress we should aim to understand the function of the behaviour e.g. what is causing the child to become distressed. Staff need to have strategies in place to support children to express how they are feeling and how we can meet their needs proactively.

Staff need to consider the following and how it can impact on our learners' ability to regulate and manage their behaviour positively:

- Communication devices and strategies should work both ways: to give instructions but to also allow our pupils to have a voice, make choices and express their needs
- That our children often need time to process information.
- Some of our children have difficulty with verbal and non-verbal communication (body language).
- Difficulties in understanding facial expression and tone of voice.
- Difficulty with understanding, or consistently remembering social rules and conventions.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Difficulty in understanding other people's emotions.
- Difficulty predicting what will/could happen next - this can cause anxiety
- Lack of awareness of danger.
- Needs to be prepared for changes and transitions.
- Difficulty in coping in new or unfamiliar situations.
- Difficulty with managing social expectations and/or interactions with peers including friendships and bullying.

Staff should use visual resources and other Augmentative and Alternative Communication systems as:

- Visuals are permanent — spoken words disappear.
- Visuals allow time for language processing.
- Visuals prepare students for transitions allowing them to feel less anxious and self-regulate better.



- Visuals help build independence, confidence and self-esteem.
- Visuals are transferable between environments and people e.g. between home and school, or when going on trips or visits off-site.
- Visuals are helpful when children or young people have become dysregulated as it replaces verbal communication and social interaction which in time of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.

### **Sensory Processing Needs**

Sensory processing difficulties can impact on our children's ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. Staff should ensure that they:

- Organise the environment clearly, with visual cues and signposts (written information, symbols, objects of reference etc.).
- Speak clearly, slowly and calmly, and give pupils time to respond.
- Sensory processing issues should inform suitable learning environment adjustments and support understanding pupils' actions.
- Ensure children's sensory needs are supported through embedding sensory diets and movement breaks into their daily class routine, and ensure they have access to sensory equipment that support self-regulation (chewy's, fidget toys, adapted seating, vibrating pillows, weighted vests, temperature of child etc.).
- Teach children to recognise when they are becoming dysregulated (label emotions and feelings) so they are able to learn, over time, to ask for a break or an appropriate self-regulatory strategy to support them in regulating better. We may not see this during their time with us but we are laying the foundations for future learning.
- Take social demands of working with other children into account.
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.

Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010).

### **Understanding Self-injurious Behaviour**

Self-injurious behaviour is when a child physically harms themselves. It's sometimes called self-harm. This might be head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking. The child may have no other way of telling us their needs, wants and feelings. Head slapping, or banging the head on a hard surface, may be a way of telling us they are frustrated, a way of getting an object or activity they like, or a way of getting us to stop asking them to do something. Hand biting might help them cope with anxiety or excitement. They might pick their skin or gouge their eyes because they are bored or are seeking the sensory input. Ear slapping or head banging might be their way of coping with discomfort or saying that something hurts. When it happens, staff should work collaboratively with the child, their parents or carers and other professionals to try to find ways to prevent or replace this behaviour:

- Respond quickly and consistently when a learner self-injures. Even if you think what the learner is doing is to get attention, it's never appropriate to ignore severe self-injurious behaviour.
- Keep responses low key: Limit verbal comments, facial expressions and other displays of emotion. Try to speak calmly and clearly, in a neutral and steady tone of voice.
- Reduce demands: The learner may be finding a task too difficult or overwhelming.
- Remove physical and sensory discomforts — consider their sensory processing difficulties and diets.
- Redirect: Tell them what they need to do instead of the self-injurious behavior e.g. "David, hands down". Use visual cues such as picture symbols to support instructions.
- Provide light physical guidance: If the learner is having difficulty stopping the behaviour, provide light physical guidance, e.g. gently guide their hand away from their head, using as little force as possible. Immediately try to redirect their attention to another activity and be prepared to provide physical guidance again. This approach must be used with extreme caution as it may escalate the behaviour or cause the learner to target others.

- Use barriers: Place a barrier between the learner and the object that is causing harm. For head slapping, place a pillow or cushion between the head and hand. For hand or arm biting, provide another object to bite down on like a chewy.
- Consider physical restraints: If there is risk of serious harm, the class team will work with parents and carers and other professionals to use physical restraints such as gloves or helmets. These may also reduce the sensory experience and frequency of the behaviour. Physical restraints are very restrictive and should always be used under the guidance of a specialist/therapist to ensure they are used safely and appropriately, and with a plan to fade out their use over time. Physical restraints do not address the cause of the behaviour, so they must never be used in isolation without teaching the learner new skills which address the reason for the behaviour.

### The Language of Choice

This is part of helping our children to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative.

We use specific descriptive praise when we see them making a good choice — we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice. This communication:

- Increases learners' sense of responsibility.
- Regards mistakes as part of learning.
- Removes the struggle for power.
- Is positive.
- Where appropriate, overtly links responsibility, choice and consequence.
- Helps them to take responsibility.
- Helps them to manage their own behaviour.
- Increases their independence

### Rewards

- Descriptive praise.
- Symbolic rewards e.g. certificates, stickers.
- Communication with parents and carers to inform them of the behaviour or achievement.
- Special responsibilities
- Preferred activities above and beyond the scheduled daily activities (e.g. sensory room, bike, choosing time).

Rewards are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

### Consequences

1. We do not believe in sanctions or punishment. Example:

Behaviour	Consequence
Child disrupts activity or behaves in a way that makes other children feel unsafe.	<p>Child has a break.</p> <p>Child is support by an adult to consider their behaviour.</p> <p>Child apologises to the group for his/her specific actions, as appropriate to their age and stage of development, and carries on with the activity.</p>

2. It is important for our children to clearly link a specific behaviour with its consequence.
3. The consequence needs to be a natural consequence, to support the child's understanding of both positive and negative consequences.
4. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this child to manage?

### **Reparation**

Reparation means repairing relationships, or 'making good' in some way.

We believe that our children should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the child's mind on the punishment, rather than what s/he did. This frequently leads to children feeling angry about the punishment, rather than thinking about the impact of their behaviour on others.

Staff need to reflect on their own practice, to consider if their actions may have escalated a situation and what they could do differently and proactively next time.

Where developmentally appropriate, we support children to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even children with complex difficulties can be supported to repair; this will look different for each child. We can't make assumptions about what children feel. Unresolved difficulties can make children very anxious and this can cause behaviour to escalate or 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, e.g.

- "I like how you used your communication book to tell me how you are feeling"
- "I liked that you asked for a break when you needed it"
- "I noticed you were being a good friend by helping Jon"
- "Thank you for coming back to your work so quickly"

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

## 6. Children with exceptional behavioural needs

The majority of children at Greenhall will respond positively when staff work within these guidelines but some of our children need additional support to learn to self-regulate and manage their behaviour in a positive manner.

We do this by:

- Working in line with this Policy
- Putting in additional support, tailored to the specific needs of each child.
- Observations in a range of contexts, including home visits, as appropriate
- Medical investigations to ensure that the pupil is not in pain or unwell or to identify emerging that may be impacting on emotional wellbeing or mental health
- Making the routines/strategies more detailed.
- Drawing up a Risk Assessment and Individual Behaviour Plan detailing action to be taken when identified behaviour occurs. This is shared with the child's parent/carer and other staff/professionals working with the child.
- Drawing on additional resources from beyond the school, e.g. CAMHS, EP support, Children & Young People with Disabilities Service (Social Care) and medical specialists.
- Parental and family support to implement changes in strategies.

We are also working collaboratively with our children, their parents or carers, and other professionals to deliver Individual Behaviour Plans. The IBP is a person-centred approach to supporting people who display or at risk of displaying behaviours which challenge.

It involves understanding the reasons for the behaviour and considering the person as a whole - including their life history, physical health and emotional needs - to implement ways of supporting them. It focuses on creating physical and social environments that are supportive and capable of meeting children's needs and teaching them new skills to replace the behaviours which challenge.

Some children need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a child's school day, we always plan jointly with the parents and carers, the Local Education Authority and external agencies.

### **Bullying (including cyber-bullying)**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

For more details, please see [www.greenhall.staffs.sch.uk](http://www.greenhall.staffs.sch.uk) for our anti-bullying policy.

The age and stage of our children means that, for the vast majority of our children, negative behaviour towards another child is largely developmental and not a form of bullying. They do not understand what they are doing.

### Restrictive Physical Intervention

Restrictive physical intervention is the positive application of sufficient force to ensure, by physical means alone, that a child does not cause injury either to him/herself, a member of staff, another, or significant property damage.

Restraint should only be used as a last resort once all other options have been exhausted. Any form of restraint should be used only when Reasonable, Proportionate and Absolutely Necessary and should only be used if the learner is putting himself/herself or others in danger and where failure to intervene would constitute neglect.

- If used, it must be recorded in the school's behaviour log.
- An Individual Risk Assessment and Individual Behaviour Plan will need to be carried out — this might apply when an individual child needs physical interventions as a part of an on-going behaviour management plan.
- Staff and support staff need to be able to establish the possible consequences of using a particular method(s) of physical intervention when difficult behaviour occurs.
- Update the child's Individual Behaviour Plan including the physical interventions which have been successful and share with relevant colleagues.
- If restraint is used, parents/carers need to be contacted before the child arrives home.
- Once the incident has been de-escalated and the child is regulating well again (could only be the next day), the staff need to consider which appropriate repair work needs to be done to offer a debrief for staff, and maintain a positive relationship with the child.

Wherever possible, alternative methods of moving a child a child should be sought e.g. the use of a cushion as a barrier to prevent a child causing an injury to a member of staff whilst also serving to steer the child to a safe space.

### Restricting Liberties

At Greenhall children should never be:

- Locked in a room alone, without support and supervision.

- Deprived of food/drink.
- Denied access to a toilet.
- Isolated in ways that they are unable to express or communicate needs including non-verbal cues
- Prevented from leaving spaces or rooms unless it is for their own protection or to protect the immediate safety of others. The intervention should be proportionate, reasonable and necessary.

The use of “reasonable restraint” to protect a child or other children is permitted. This is likely to involve catching hold of a child quickly or holding onto a child to prevent harm. Any interventions MUST be recorded and parents should be informed.

Some of our children require strapping into seating, standing frames etc. to ensure their safety, for example if they are unable to sit safely. Parents should be aware of the need for this. Any use of specialist equipment will always be reviewed to ensure that it is not being used for convenience rather than safety.

Any incidents of seclusion must also be shared with the Safeguarding Link Governor.

### **Corporal Punishment**

All staff and volunteers in school are prohibited by law from using ANY form of corporal punishment including hitting, slapping or shaking a child. Neither may they intimidate or humiliate a child or make them carry out any kind of degrading punishment.

### **Personal Contact**

As our children are very young and in many cases very dependent on adult support, it is inevitable that staff will have close physical contact with the children. It is recommended that staff do not put themselves in a position where allegations could be made against them.

### **Contingent Touch**

Contingent touch may be used appropriately e.g. pat on shoulder in a public place, in the appropriate context.

### **Holding**

Holding may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature e.g. the child is led away by hand/arm/around shoulder or it may mean more direct physical support — cradling or hugging as developmentally appropriate. Children with complex sensory needs may also request squeezing or deep pressure. This will be documented in sensory profiles and form part of their sensory diets.

## **7. Exclusions**

### **Fixed Term Exclusions**

We do not believe that exclusions are the most effective way to support children with SEND, and we will always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a learner for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the child, other children or staff is seriously compromised.
- Incidents of knife crime or the deliberate use of weapons in school.
- Incidents of sexual violence.
- Incidents of significant, deliberate damage to property.

Decisions to exclude children are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child.

Exclusions can also be managed internally and a child may be removed from class for a fixed period of time.

### **Permanent Exclusions**

It is extremely rare for us to permanently exclude a child at Greenhall.

In the event that Greenhall is not able to meet the needs of an individual child, we will always aim to work with the child's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Local Governing Board, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

## 8. Roles and responsibilities

### 8.1 The governing board

The Local Governing Board (LGB) is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 8.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied appropriately to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties as set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 8.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Trying to understand the underlying need that a child is communicating with misbehaviour
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils



- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly on Myconcern (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## 8.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

## 8.5 Pupils

Pupils will be supported to meet the behaviour standards and to develop an understanding of the school's behaviour policy and wider culture.

### Mobile Phones

As an Early Years Setting, we would not expect our pupils to have a mobile phone. However, if one of our children was to have their own phone at home, they are NOT allowed to have mobile phones with them on-site. There are no exceptions to this.

# 9. Monitoring arrangements

## 9.1 Monitoring and evaluating school behaviour

We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the child; this is partly achieved via monitoring and reflection. All instances of behaviour that challenges should be recorded using the behaviour log.

Greenhall will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion and suspension
- › Anonymous surveys for staff, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed bi-annually by the Headteacher.

The data will be analysed from a variety of perspectives including:

- › At school level

- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

## **9.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and the Local Governing Board (LGB) at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 8.1). At each review, the policy will be approved by the LGB.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the LGB annually.

## Appendix 1: written statement of behaviour principles

- All behaviour is communication – it is the responsibility of staff to try to understand the underlying need being communicated by misbehaviour.
- Every child understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in fixed-term and permanent exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and children's home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Local Governing Board annually.

## Appendix 2: De-escalation and Physical Intervention

Staff receive behaviour management training. We believe that physical intervention should be the last resort. In the majority of cases, de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between learners. These include:

- Injury, or risk of injury, to another learner.
- Injury, or risk of injury, to a member of staff.
- Serious damage to property.

Any intervention should be a last resort and be proportionate, reasonable and necessary.

All staff have a duty of care to children. If staff take no action, and the outcome is that a child injures him/herself, or another, including staff, this could be seen as negligence.

### Advice for Staff

Members of staff facing confrontational situations with children are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

**Staff are strongly advised not to physically stop children from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a child's exit.**

**Remaining calm** — the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. respecting personal space.

**Awareness of Space** — try to be aware of the space around you and avoid stepping into the child's personal/intimate space. Try to take a step back to avoid confrontational body language.

**Pacing and Chasing** — when angry some children often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response and drive the child away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently — or even sit down.

**Intonation and use of voice** - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly and where appropriate using visuals and/or gestural prompts.

### Help Script

- Connect by using the child's name.
- Recognise and acknowledge the child's feelings.
- Tell the child you are there to help: "You talk and I will listen."
- Give direction.

### Diffusing body language responses

- Social distance.
- Sideways stance, step back.

- Intermittent eye contact.
- Relaxed body posture.
- Palms open.

### **Calm Stance**

- Think of the values of stepping back from a situation, both physically and emotionally:
- Allows a more considered response.
- Time to make a 'dynamic' risk assessment and seek assistance.
- Allows the learner to 'take up' time to make their own choices.
- Build confidence in learners that you are in control — children need to feel that adults are in control to feel safe.

### **In the event of a serious incident** e.g. a fight, staff should:

- Give clear and immediate instructions — “stop fighting.”
- Send for assistance
- Spell out consequences (sanctions)
- Instruct and/or remove any onlookers from the environment where possible Intervene physically if confident and having assessed the degree of risk- if not, call for assistance

**Appendix 3: behaviour log (information to be included when reporting on MyConcern)**

<b>PUPIL'S NAME:</b>	
<b>PUPIL'S KNOWN PROTECTED CHARACTERISTICS:</b>	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
<b>NAME OF STAFF MEMBER REPORTING THE INCIDENT:</b>	
<b>DATE:</b>	
<b>WHERE DID THE INCIDENT TAKE PLACE?</b>	
<b>WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)</b>	
<b>WHAT HAPPENED?</b>	
<b>WHO WAS INVOLVED?</b>	
<b>WHAT ACTIONS WERE TAKEN, INCLUDING ANY CONSEQUENCES?</b>	
<b>IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS</b>	
<b>PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):</b>	

