



Behaviour Policy

Appendix to the Trust Behaviour Policy

Date Published	December 2021
Version	1
Approved Date	December 2021
Review Cycle	2 yearly
Review Date	December 2022

An academy within:



“Learning together, to be the best we can be”



1. Aims

1.1. This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline how **pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **recognition and supporting behaviours of concern**

1.2. Our school aims to:

- Improving and maintain quality of life
- Recognising all behaviours of concern are communicating that something is compromising the students' quality of life
- Provide a calm, positive learning environment which is a safe and healthy environment for all
- Recognise and celebrate all successes
- Promote reflective practices
- Develop independent and confident pupils
- Create and maintain a secure and nurturing environment that allows open and honest communication
- Create resilient learners
- Create a culture whereby children and young people continue to learn life-long skills relating to their social and emotional development.

Legislation and statutory requirements

1.3. This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Exclusions from maintained schools, academies and pupil referral units in England (September 2017)



1.4. It is also based on the special educational needs and disability (SEND) code of practice.

1.5. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explains that academies should publish their behaviour policy and anti-bullying strategy online

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

Rationale

1.7. This policy underpins our commitment to ensuring that Hilltop School is a community in which all people are respected and enabled to grow as learners in a safe, caring and stimulating environment. In its implementation of this policy Hilltop school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

1.8. This local policy falls under the overarching remit of the Nexus MAT Behaviour Policy.

Evidence based practice

4.1 This policy is based on Team Teach methodology (<http://www.teamteach.co.uk/>) and also draws on the principles of restorative practice and positive behaviour support.

Definitions

5.1 Behaviour of concern

Are any behaviours that can be seen as 'Challenging' or something that is not socially accepted and puts the person displaying the behaviour or those around at some form of risk.



Behaviour can be described as challenging when it is of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion.'

5.2 Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

5.3 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Intentional violent behaviour directed towards any pupil or member of staff
- Deliberate and intentional vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory, including online, behaviour
- Possession of any prohibited items. These can include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person, including any pupil.



5.4 Bullying

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

5.5 Bullying is, therefore:

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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Type of Bullying	Definition
Emotional	Being deliberately unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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



6. Roles and responsibilities

- 6.1 At Hilltop School we all have shared responsibility for the positive behaviour management for all of our pupils.
- 6.2 The Local Governing Body - The Local Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation. The legal governing board for the school is the Nexus MAT Board of Directors. Where appropriate, the Trust Board will delegate roles and responsibilities to a local governing body.
- 6.3 The Headteacher - The Headteacher is responsible for reviewing and communicating this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Senior Leadership Team & Behaviour support team - SLT are responsible for (appendix 1):

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing guidance and support, when requested, to behavioural needs of pupils
- Providing guidance and support, when requested, to class teams or individual members of staff.

Staff - Staff are responsible for (appendix 1):

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Maintenance of Individual Behaviour Plans and associated risk assessments (appendix 2)
- Recording of behaviour incidents

Parents/Carers - Parents/Carers are expected to:



- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Work with school and other professionals to build a consistent approach to behaviours of concern

Pupil code of conduct - Pupils are expected to follow school rules:

- Have respect for themselves, for others and for the school building and property
- Be safe
- Try your best

7. Recognition

7.1 At Hilltop we consider that praise and recognition are important, and should have a considerable emphasis in school, giving pupils recognition for their effort in work and their positive contribution to school life. It is expected that good standards of behaviour will be encouraged through consistent application of our school values and rules. It is important that the pupils themselves become responsible for the management of their own emotions and behaviour.

7.2 Positive behaviour will be recognised with such things as:

- Praise
- Stickers
- Letters or phone calls home to parents / carers
- Special responsibilities / privileges
- Letters home
- Reward enrichment activities
- Certificates and proud awards

7.3 Staff at Hilltop School may use one or more of the following techniques in response to Behaviours of concern:

It is important that we recognise all behaviours of concern are communicating that something is compromising the students quality of life not an act of malicious intent to upset or harm.



- A verbal reminder and staff to offer ways to support
- Supporting a pupil to have time out of class
- Time away from working environment until student is ready to learn
- Time out during free time until student is calm and acting safely
- Letters or phone calls home to parents unless there are safeguarding concerns
- Agreeing a behaviour contract
- Students to take part in post incident learning (what happened, how did you feel, what can we do next time you feel this way)

The response should be individual to the pupil. The aim is to teach the pupil a better way to respond and Post Incident Learning should be used to support this process.

Pupils may be taken to different areas during lessons if they are persistently disruptive, and they will be expected to complete the same work as they would in class when ready to learn.

8.0 Off-site behaviour

- 8.1 Students may need time to Calm when out of school. Staff may need to support a student to somewhere different, this could be outside, back to the mini bus or other safe areas.
- School staff have the power to respond and support pupils for displaying behaviours of concern outside the school premises, in accordance with sections 90 and 91 of the Education and Inspections Act 2006. This states that disciplinary powers can be used to address pupil's conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises and in the community.
 - Where behavioural incidents outside school are reported to school staff, it will be investigated and acted upon. Pupils involved will be supported to provide their version of events. Families will be contacted. The Headteacher will consider whether it is appropriate to notify other agencies such as Social Care and/or the Police.



Malicious allegations

Parents/Carers and pupils have a right to complain about actions taken by school staff. This might include the use of force. If a specific allegation of abuse is made against a member of staff then the school will follow the guidance set out the 'Safeguarding Policy - allegations against staff'

The Headteacher will also consider the pastoral needs of staff accused of misconduct

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct and school rules
- Develop a positive relationship with pupils, which includes
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbal
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent:

- Severe and persistent disruption
- An offence being committed
- Risk of injury to self and others
- Damage to property
- Absconding towards danger

Incidents of physical restraint must:



- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)
- Followed up with restorative practice – discussion, reflection and strategies to prevent a reoccurrence – Post Incident Learning template is available to scaffold these conversations



Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Behaviour Lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with class teacher and external agencies to plan support programmes for that child. We will work with parents / carers to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff prior to the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.



Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Staff at Hilltop School are trained in Team Teach. Refresher training will be provided at regular intervals in line with Team Teach guidance.

Behaviour management will also form part of continuing professional development. All staff training will be logged on the school's CPD database.

Quality Assurance

Compliance with this policy will be subject to regular quality assurance by both internal (school/MAT) and external (3rd party) experts to ensure that practice is meeting the legal requirements of the Team Teach model.

This behaviour policy will be reviewed by the Headteacher and full governing board every year. The staff workforce will be consulted at each review period to ensure the behaviour policy continues to meet the needs of the whole school community. At each review, the policy will be sent to the Policy Review Panel for approval.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion policy – Nexus Multi-Academy Trust
- Safeguarding policy
- Anti-bullying policy
- First Aid
- Supporting pupils with medical needs
- Accessibility plan
- Stress policy

Appendix 1 - Behaviour Management – Structure of Responsibilities

Head

- Exclusion - permanent or fixed term
- Meeting in school with family & multi-agencies if appropriate
- Formal letter home
- Meeting with pupil, class teacher and appropriate member of SLT

SLT

- Loss of enrichment activity
- Meeting in school with family & multi-agency if appropriate
- Timetable changes
- Meeting in school with pupil & teacher
- Decision on transportation home
- Removal from lessons - agreed placement in either alternative classroom or quiet or safe space.
- Meeting with SLT, Class teacher, pupil and parent.

Class Team

- Time out until ready to join in
- Working in a different space or when ready to engage and learn
- Move seat/space or change of 'face'
- Waiting until ready and safe to access activities
- Reminder of rules and boundaries
- Phone call home to discuss behaviour

My Positive Behaviour Support Plan



My Skills and Strengths:

Blank area for writing skills and strengths.

Behaviour	Trigger	Frequen	How we de-escalate/avoid	Support strategies
-----------	---------	---------	--------------------------	--------------------

Low Level behaviour (anxiety stage)

--	--	--	--	--

Mild level behaviour (escalating stage)

--	--	--	--	--

High level behaviour (crisis)

--	--	--	--	--



Calming after crisis

What this looks like	Support Strategies

Actions plan from meeting

Is a Behaviour management plan (risk assessment) required?	Yes
Has one been completed or updated?	No -being developed

Individual Behaviour Management Plan

Name of pupil			
Date of Birth			
Class		Teacher	
Plan Written By			
Hazards, antecedents			
<ul style="list-style-type: none"> Destruction of property Absconding Spitting Hitting out grabbing clothes Kicking Biting Inappropriate language. Throwing objects and missiles. <p>All of these behaviours have been seen within school and on occasions can be experienced daily dependent on mood and anxiety levels.</p> <p>Staff will initially attempt a variety of de-escalation techniques before any physical intervention and positive handling. All of these behaviours have been seen within school and on different occasions. We use distraction techniques also and alternative strategies to attempt to manage behaviour, to keep and others safe.</p>			
Alternative strategies			
<p>Staff will initially attempt a variety of de-escalation techniques before any physical intervention.</p> <ul style="list-style-type: none"> Praise good behaviours and positive interactions Give verbal support & advice [positive behaviour reminders] Distraction including humour Planned ignoring Transfer of adult [change of face] 			



- Change of environment (going for a walk)
- Reassurance
- Choices, limits & consequences
- Persuasion
- Step away and give space / time to process information

Trigger behaviours

- Attention or to gain a reaction.
- Change which is unidentified and cannot be regulated – rare but can happen
- When he/she wants a particular object
- Frustration when directed away from self-directed and desired activities
- Transitions between activities
- An activity he doesn't want to do or an activity he finds challenging.
- When something he has been looking forward to has been cancelled such as inclusion links / swimming
- Work avoidance and refusal / reluctance to comply.

Positive Handling Procedure

Any of the below techniques may be used by anyone who holds current up to date intermediate team teach training:

- Friendly Guide and Escort
- Single Elbow
- Figure of four
- Double Elbow
- Hold to chairs
- Steering Wheel
- Clothes Disengagement
- Bite Disengagement

Staff Trained to support Advanced Techniques



- Names of staff individually trained to support that individual student

ONLY THE ABOVE NAMED AND TRAINED STAFF ARE TO BE INVOLVED/LEAD IN ANY FGR/BGR USED AND ANY ADVANCED TECHNIQUES.

Why advanced techniques may be used

Lead Person During Any Intervention

During a crisis there will be a designated lead person in ensuring the positive handling procedures are followed it has been decided that this will be:

1. Andrew Williams
- 2.

This is to support and reassure him. Andrew Williams will be the lead of ensuring the plan below is followed and this will be his responsibility. If unavailable this will be David Burdett or Claire Rose, if both are unavailable this will be Amanda France. If the above staff are unavailable there will be a planned person to take the lead.

During Crisis

If is distressed and in crisis and it is reasonable, proportionate and necessary to support him whether this is through physical interventions then a RPI form needs to be filled in followed by a violence to staff or student if appropriate.

Positive Handling Procedure

When goes into crisis and is posing a risk of harming themselves or others, absconding or damaging property along with verbal support and encouragement the intervention plan will be as follows: **AT ALL TIMES ALTHOUGH THE**

BELOW WILL BE FOLLOWED STAFF WILL BE USING ONGOING DYNAMIC RISK ASSESSMENTS AND MAKE JUDGEMENT BASED ON THE ENVIRONMENT, SITUATION AND SEVERITY OF AGRESSION AND VIOLENCE DEMONSTRATED

1. De-escalation techniques will be used such as .
2. will be warned that they may need to held
3. **IF THERE IS NO SIGN OF CALMING Or their behaviour becomes dangerous and unsafe staff will support the student through the use of a RPI (restrictive physical intervention).**
4. Staff will continue to de-escalate the situation.

Use of Front Ground Recovery

If it is reasonable, proportionate and necessary to use FGR to support

- Mats will be collected and placed on the floor (if not already in place) before is supported to the ground using shield to ground or FGR procedure.
- There will be a person, trained in first aid at head throughout the FGR intervention to record length of time is supported in FGR and this person will not be directly involved in the positive handling.
- First aid trained staff member will ensure that is ok, his breathing is monitored and they will be clear in what they should look for during this intervention time.
- First aid trained staff member will be able to see face and check his airway and breathing.
- There will be **NO USE OF pillows or other soft furnishings** during the use of FGR.
- There will be no pressure or touching of..... torso, shoulders or hips during FGR.

Warning Signs

During the use of FGR and for any positive handling procedures used for he must be monitored and supported closely by staff who are first aid trained. Staff know the signs of danger there are to look for which include:

- Struggling to breathe
- Complaining of being unable to breathe
- Evidence of vomiting or reporting of feeling sick



- Swelling, redness or blood spots to face or neck (petechiae)
- Blue tinge to the lips, nose or skin (cyanosis)
- Marked expansion of the veins in neck
- Pupil becoming limp or unresponsive
- Changes in behaviour either escalative or de-escalative
- Loss or reduction of consciousness
- Respiratory or cardiac arrest

Should any of the above signs be displayed by during any positive handling plan will be released immediately and medical attention called for.

Medical Checks

The students respirations and colour will be checked following the use of FGR at:

- 5 minutes
- 30 minutes
- 60 minutes

These will be conducted by a trained first aider.

Follow up procedure

Monitor the impact of the alternative strategies

Record any incidents and the strategies used

Record if any positive handling is used

Inform parents when and if positive handling is used and the reasons for this

Inform via home school diary or via telephone call at the end of the day

Ensure that information is put on CPOMS and correct paper work is completed.

Date of Assessment		Review Date	
Staffing requiring copies of plan			
Signature		Designation	

DATE PLAN SHARED WITH PARENTS/CARERS

.....

