Fox Hollies School
Behaviour & Discipline Policy

Spring 2020
To be reviewed spring 2021
Rationale

The Governors and staff of Fox Hollies School seek to create a school environment which encourages and reinforces positive behaviour and mutual respect for all. The School acknowledges that if pupils and staff feel safe and secure this will have a positive impact on teaching and learning.

The Governors and Staff believe that trying to understand the uniqueness of each student is integral to effective behaviour management. Through positive management strategies, the curriculum and individual educational targets, pupils, whatever their Special Education Need and Disability (SEND), are supported to access all aspects of the school community.

Aims

- To provide a safe and secure environment for all.
- To promote the positive behaviour of all pupils.
- To support the positive access of all pupils, whatever their SEND, to all aspects of the school community.
- To support students with management of their own behaviour.
- To approach the management of behaviour in a positive non-confrontational way that is supported through learning and environmental structures and routines.
- To work closely with parents, carers and other agencies to provide consistency of approach and shared expectation.
- To provide a well-trained staff team that has specific knowledge of specialised strategies to support and manage inappropriate and challenging behaviour.

E-safety

School procedures around use of the internet and Esafety are found in the separate school Policy.
**School Ethos**

At school we work towards standards of behaviour based on the basic principles of mutual respect, consideration, caring and responsibility for oneself and others and honesty. It follows that acceptable standards of behaviour are those which reflect these principles. All school staff have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other. As adults we aim to:

- Create a positive climate with realistic, but challenging individual expectations for pupils.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, respect for others, courtesy and fair treatment for all regardless of age, gender, race, culture, religion, ability or SEND.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure, acknowledge and celebrate the achievements, efforts and contribution of all

**The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning that builds on the pupil’s present development, contributes to positive behaviour. In addition, specific aspects of the curriculum will support the development of communication, interactional, social, personal and positive behaviour skills and be practised in a range of cross-curricular activities and environments.

**Classroom Management**

The School believes that classroom management, routines, environmental structure and teaching methods have an important influence on pupils’ behaviour. The classroom environment may be designed to support positive behaviour and give clear messages to the pupils about the extent to which they and their efforts are valued.
Classrooms should be organised to support pupil access to learning, on task behaviour, alternative appropriate social and interactional skills and independence. Materials and resources should be arranged to aid communication, understanding, accessibility and reduce anxiety, uncertainty, frustration and disruptions, eg object/picture timetables or TEACCH schedules. Transition from activity or area of the school may cause particular anxiety for some pupils. Additional tactile, visual or auditory aids may support them and decrease inappropriate behaviour. Displays should help develop self-esteem through demonstrating the value of every individual’s contribution, and overall the classroom should provide a welcoming environment.

**Communication and Parental & Multi-agency Partnership**

We give high priority to two-way communication within the School and to a positive partnership with parents / carers since we believe that these are crucial in promoting and maintaining positive behaviour. Where the behaviour of a student is giving cause for concern it is important that all relevant adults work together to support the pupils best interests. In these instances we may need to develop an individual behaviour plan. If so we will share this with the parent and expect that the parent would agree and sign. The behaviour plan may include physical intervention strategies, if so we would communicate these with the parent.

**Procedures for managing challenging behaviour**

We promote a culture of Risk Assessment and Risk Reduction at Fox Hollies School. All students who have a Behaviour Plan also have a Risk Assessment that we use in a live, ongoing manner to plan how we reduce the risk to themselves and others from their behaviour. We will share risk assessments with families at Education Healthcare Plan (EHCP) reviews yearly. In many cases it is relevant for students with behaviour that disrupts learning or is challenging, to have a target in their EHCP about their behaviour that they work towards across their education, and we will develop this with parents at their review.
**Recording**

We use an online behaviour monitoring programme called “SLEUTH” to make accurate factual records following behaviour incidents. We would record any behaviour incident that involved the use of a calm room, required a physical intervention (other than day to day guiding or above the agreed level of day to day physical support that student typically needs) or any behaviour that we want to monitor.

**Use of Calm Rooms**

As part of a student’s Behaviour Plan, we use calm rooms for when students need a safe space, de-escalation, de-stimulation, withdrawal from dangerous situations, timeout and at times (when it reasonable and necessary) restraint to ensure theirs and others safety. Students are taught the name “calm room” and we use that because we feel it encourages learning around their own behaviour management.

From legal definitions, we use a calm room for “Timeout”, that is “Restricting positive reinforcement as part of a planned behavioural programme made in a written agreed plan”.

We also use calm rooms for “Withdrawal”, that is “removed from the situation but observed and supported until they are ready to resume”.

At all times students are closely monitored, supervised, communicated with and are never on their own. We never use “Seclusion”, that is where a student is “Forced to spend time alone against will” other than in an absolute emergency. We will communicate the use of calm rooms to families at the level and in the manner agreed in the student’s Behaviour Plan.

**Team Teach**

Team Teach is City and Nationally recognised training with the aim “To provide an accredited training framework designed to focus on positive behaviour support approaches, with an emphasis on de-escalation, risk and restraint reduction”.

We ensure that all school staff working directly with students have completed a minimum 2 day basic Team Teach course, and maintain their accreditation with a 1 day refresher course every 2 years. In addition, school maintains 2 staff as Team Teach Tutors.
Team Teach covers a wide range of positive handling strategies, and aims to keep 95% of these non-physical, but also covers physical interventions such as guides, escorts and restraints. The Team Teach Code of Practise states that all Physical interventions must:

- Be in the Best interests of the service user
- Use Minimum force for the shortest time
- Prevent injury, pain and distress
- Maintain dignity
- Be Reasonable and Proportionate
- Be Necessary
- (be part of a long term) Plan to reduce the use of restraint and restriction

The practical realities of managing challenging behaviour also need to be recognised: “Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”. (George Matthews – Team Teach Director)

**Behaviour Team Monitoring**

We have a behaviour team to weekly monitor the behaviour of our students across the whole school. We focus on supporting class teams to understand student’s behaviour and pre-empting issues and escalations of behaviour, as well as drawing on wider expertise of and referrals to, outside professionals and agencies.

**Bullying**

We adopt the Birmingham city council definition of bullying which is described as “any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power and is usually premeditated.” Bullying behaviour can include:

- Physical aggression, such as hitting, kicking, taking or damaging possessions;
- Verbal aggression, such as name calling, threatening comments, insults, racist remarks, teasing, sending nasty notes or making nuisance calls;
Indirect social exclusion, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family.

As a school we aim to reinforce our positive school ethos in which all forms of bullying and harassment are seen as unacceptable and identify and deal effectively with any incidents of bullying or harassment by pupils. We log any incidents on SLEUTH.

All Highlighted text is taken directly from TeamTeach teaching materials, please see http://www.teamteach.co.uk for further information.

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Policy approved by the WGB:

Signed ……………………………………………………………………….. Chair of GB

Date ………………………………………………………………………………...