



## The Beeches Independent School - **Behaviour Policy**

### **The Model**

We aim to create a safe, secure environment in which young people and adults feel free to relate to each other in a relaxed, friendly, civilized way, safe in the knowledge that they are valued and respected; that they will be listened to, and responded to, with courtesy. We cannot expect our pupils to know instinctively how to behave: example is vitally important. Some young people may not be aware that they are behaving in a way, which is regarded as unacceptable by others; they will need to be told, sensitively, that their manner is offensive or rude etc, and helped to change. We must always be aware of possible cultural differences and address these appropriately.

The way in which young people are spoken to, can have an enormous effect on how they feel about themselves and the world, and how they subsequently behave towards others. Telling a young person to "shut up" for example, would be totally unacceptable, as is using sarcasm, or allowing a young person to be seen by others as a scapegoat. All staff are expected to model good manners and appropriate behaviour towards other pupils and staff alike.

Young people must always be listened to; threatening, aggressive, confrontational language should never be used. If a young person complains to an adult about another person, he or she must never be responded to dismissively. The complaint must be responded to, and he or she must see that the complaint is being taken seriously and dealt with fairly; otherwise we can expect young people to take matters into their own hands. In disputes all young people involved must be allowed to have his or her say, without interruption.

In the classroom disruptive or poor behaviour will be dealt with appropriately by the teacher and/or supporting staff in order to allow the learning of others to continue with minimal disruption. Teachers have 'statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).' Should a pupil's behaviour continue to cause disruption in a lesson that pupil may need to be removed to work in a different area. Should continuing poor behaviour affect the learning of the pupil or others in the class, the staff in consultation with the Head of Education will make alternative provisions for the student.

### **Aims**

- To give a clear code of conduct for the use of all individuals, adults and young people.
- To promote a consistent approach in both the school and home environment so that everybody is aware of the expectations.

- To provide a positive living environment in the home / school
- To foster mutual respect and awareness of each other's needs.

## Methodology

Establish a set of Home/school rules i.e. 6-point code for behaviour

### 6 -point code

At this school we do our best to undertake the following:

- 1. We listen to each other**
- 2. We are kind, considerate and polite to all**
- 3. We respect each other**
- 4. We take care of the home/school and its equipment**
- 5. We help each other to look after the homes/school's environment**
- 6. We help each other to look after the school's environment and its equipment**

1. Home/school rules to be defined with the young people.
2. The rules should be visible around the building.
3. They should be referred to on a regular basis and should be contained in the student's daily file in an accessible format
4. Rewards and sanctions should be made clear to all concerned.

Social Stories will also be used to help to develop socially appropriate behaviour and assist pupils to develop strategies to control their behaviour. Pictorial resources will be used where relevant to assist a young person's understanding of the behaviour expected.

## Rewards and Sanctions

We can encourage appropriate and positive behaviour through praise and a system of rewards. The driving factor for this expectation is to achieve sound behaviour for learning, allowing all learners the opportunity to succeed in their lessons.

We must help young people to know what satisfactory behaviour is – this is not automatically learned. We need to be explicit about what is desirable behaviour and to have a clear line of action for different levels of praise and sanctions. We recognise and reward behaviour in school in the following way:

- ✓ In each lesson, students can achieve up to 3 minutes which counts towards their daily Golden Time. The maximum total for this daily, instantaneous and personalized reward is 15 minutes; this is claimed at the end of each school day. Senior Leaders will award the tokens to ensure that they are regularly congratulating the excellent learning of our young people.

- ✓ Further to this, for each day that 15 minutes of Golden Time is earned, students will also be entitled to a green token. This is the token which will be posted into their tube on the Rewards Board.
- ✓ Senior Leaders will be able to give the students additional green tokens for particularly impressive behaviour; eg, Acts of politeness or attendance in meetings regarding the student.
- ✓ Students will be able to earn a special gold token for 'WOW' recognition; this is when they have achieved a personal or SMSC learning target.
- ✓ The tokens are stored in the clear tube and can be saved up until the student decides that they would like to 'spend' them. These points will be at 10, 20, 30 40 and 50 tokens.
- ✓ Key Workers will work closely with their student to ensure that they can claim all that they are entitled to and that they consider carefully the impact of spending or saving.
- ✓ A tally system working alongside the rewards tokens will allow an overall figure to be recognized even if the student claims their rewards repeatedly. Once the tokens have been spent, the student will start to collect them again.

We recognise that there will be occasions when there will be problems of behaviour, for many reasons. To deal with this most effectively we must try our best to understand the reasons for this misbehaviour. It is important to remember to label the behaviour rather than the person. This should be made clear at all times to the individual and peer group concerned.

It is important to acknowledge that there are different rates of learning of acceptable behaviour amongst the pupils at the Beeches. While a non-verbal signal, such as a look or a frown, or rebuke may be sufficient for one person, more may be needed for others; more time may be needed to resolve the issue. Established and consistent rules (within the home/school) should be used to help the young person understand how their behaviour may be inappropriate or unacceptable.

All unacceptable behaviour should be recorded. This will help us to track any recurring behaviours and kind of misbehaviour and monitor the frequency and when they occur. The analysis of behaviours is completed at the end of each half term and RAG rated to reflect on progress; for concerning trends of behaviours, this analysis may take place on a weekly basis. Behaviour will be reflected upon in EHCP reviews, PEP meetings, via weekly reports, Annual Reports and via informal verbal feedback with care staff. Discussions with students regarding the cause of any such behaviours should be held when the student is calm, appears back at baseline and can be given the time and space to verbalise the reasons. Such reasons should not be assumed by teaching staff although reflection on the antecedent to behaviours is important.

There needs to be a hierarchy of sanctions for any misbehaviour that occurs. A consistent approach will benefit the young people and the sanctions need to be agreed within the school and regularly reviewed by governance.

*Sanctions could include:*

- Verbal warning for misbehaviour
- Loss of Golden Time
- Loss of activity
- Catch up time after school / during social times

A system of sanctions will be agreed and or imposed within the school as part of the school routine. Rules and expectations will be displayed in the classrooms and a copy in the daily file in order to provide a visual reminder to pupils of how they should behave. 'section 91 of

the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.'

## Restorative Practice

Where possible, we will use restorative practice when young people have displayed a behaviour that we do not feel is appropriate. This can take the following format:

One on One Individual Restorative Meetings / Conversation - A discussion between a resident and a member of staff, with the aim of obtaining a restorative solution to an incident using restorative language and outcomes.

- "What happened?"
- "What were you thinking about at the time?"
- "What have you thought about since?"
- "Who has been affected by what you have done?"
- "What do you think you need to do to make things right?"

Victims are asked these restorative questions:

- "What did you think when you realized what happened?"
- "What impact has the incident had on you and others?"
- "What has been the hardest thing for you?"
- "What do you think needs to happen to make things right?"

Restorative practice could be used to:

- Verbally say sorry
- Help to repair damage to property
- Bake a cake
- Make a sorry card
- Write a letter

eg: if a child is verbally bullying of a peer, the restorative practice could be to say or write 5 nice/positive things about the peer, or something nice for them.

The use of restorative practice will be recorded on the Rewards and Sanctions tracking sheet in each student's daily file.

## Record Keeping

We will keep a record of both positive and negative behaviours; the pupil's Daily Record Sheet can be used to promote discussion with each student about any issues at the end of each lesson. Students have a student-friendly behaviour and consequence guide which is in their daily file which can be referred to as part of these discussions. Students also have a green sheet stored in the daily file which details both rewards and sanctions by week; these are collated and monitored by Senior Management to inform Behaviour Management Plans. This record of concerning behaviours is contributed to by care staff/ class teachers; this will ensure that any pattern of behaviour is identified and can be used as evidence should the continual misbehaviour lead to action. Emphasis will be on the a reward systems and consistent excellent behaviour is given recognition. Incident reports and linked Physical Intervention records are stored securely on Eduspot and monitored regularly to identify patterns in types of behaviours, frequency, trigger etc.

## Equal Opportunities

*In order to ensure equal opportunities, we aim to:*

- Monitor issues such as gender, racial groups, frequency of involvement by the young persons.
- Make time to create opportunities for young people to give their point of view and record it.
- Be aware of any special needs of the young people.
- Be aware of any unfavourable circumstances that are occurring at any time.
- Apply the policy in a consistent and a fair manner whilst being mindful of the young person's special needs.

## Staff Responsibilities

- To be fair
- To be consistent
- To know and work within the policy and practice
- To provide support for the one another within the home/school.
- To provide a role model for the young people
- To work in partnership with all of those concerned with the young people for the benefit of the young people

## Young people's Responsibilities

- To respect other people's right to a safe environment
- To accept the home/school's rules
- To alert a staff member of any unfavourable incidents towards any other person

## Social worker's Responsibilities

- To work in partnership with the home/school to benefit the young person's welfare
- To accept and work within the home/school rules
- To know and work within the policy and practice

## Rights of the young people

- To be respected and valued as individuals
- To be cared for in a safe environment
- To feel safe at all times

## Rights of staff

- To work in a safe environment
- To feel safe
- To be respected and valued

- To receive professional development
- To feel supported by their management

## Rights of placing authorities and social workers

- To be informed
- To be listened to
- To be respected
- To be involved with the solving of their young person's misbehaviour if any should occur

## Positive Behaviour Support

The ability to discipline our students applies to all paid staff in the school who have responsibility for pupils. Every member of staff is trained to employ Proact Scip theory in everyday practice to ensure that the school environment is conducive to the needs of all learners. All new staff complete a three-day training package on Proact Scip theory, Introductory, Advanced and Person Specific which is then revisited on a yearly basis for a Refresher. The Beeches UK Ltd expect all staff to employ this theory in daily practice to provide a supportive and positive learning environment. The company currently have two trainers, one of whom is the Head of Education, who can conduct and certify the training.

Our positive behaviour support reflects on and implements strategies from the government guidance on behaviour and discipline in schools.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

## Behaviour Which Challenges

The Beeches UK LTD have a duty of care to promote positive behaviour at all times; however, due to the complex needs of our learners, there are episodes where their behaviour may fall below our expectations.

Learners will need a greater level of input from teaching staff in the following circumstances:

- To keep the young person safe
- To keep staff members safe
- To prevent a young person from committing an offence
- To halt significant damage to the environment, including wilful vandalism

Staff are expected to have read the information available to them on all young people and to keep abreast of any changes as they may be made. Patterns and expected behaviours are detailed and provide information on triggers and the appropriate ways to deal with it. This information can be taken from:

- Behaviour Management Plans
- Individual student risk assessments
- EHCPs

## Physical Intervention

As an independent school, our Governing body have a duty under section 175 of the Education Act 2002 and under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Less than 10% of the Proact Scip gradient is to employ the use of physical intervention to facilitate the safety around a young person **as a very last resort**.

Physical Intervention is the use of a physical reaction between a member of staff and a young person and can take many forms:

- Deflection of physical advance
- Touch support to redirect an individual or to soothe via physical connection
- Protective stance to protect from blows, kicking or thrown objects
- Releasing holds eg, hair pull
- Moving interventions, known as 'escorts' eg, past danger or after a seizure or medical episode
- Person specific restrictive interventions to prevent the movement(s) of an individual from becoming unsafe

Physical Intervention is not a suitable means of support for all students where there are concerns regarding health and medical conditions. Staff must ensure that they are knowledgeable about restrictions on the use of physical intervention on a young person where their use may cause damage to their physical health Eg, students with breathing difficulties, those who have circulation difficulties or difficulties with movements. The details of these restrictions can be found clearly in Behaviour Management Plans.

### **BBANC**

During any use of physical intervention it is imperative that the vital signs of a young person are monitored. If a staff member is concerned at any time then any hold is released **immediately**.

**Breathing** – Can the student breath normally? If there are any sounds eg, gurgling, which prompt concern then the young person should be released from any hold immediately as these may indicate that the ability to breath may be compromised

**Body Alignment** – Is the physical connection with the young person ensuring that they are able to hold their body in a natural way with no twisting of the spine or unnatural posture which could cause lasting damage to bones.

**Ability to move** – The measure used should allow the young person the ability to move their joints eg, to scratch their nose. No intervention should be used to confine the movements of the young person.

**Noise** – What are the noises coming from the young person like? Can they speak normally or are there signs of any distress? The noise from the environment must also be considered to ensure that it is calm surroundings, not containing loud noises which may cause further distress.

**Circulation** – Consider the impact of physical connection on the young person's limbs; no hold should affect the circulation of the young person in any way.

## Following the use of Physical Intervention

After any use of physical intervention the details leading up to, detailing behaviour and the behaviours requiring the use of physical interventions must be recorded **within 24 hours** by the member of staff who instigated the intervention.

The antecedents or triggers to behaviours must be identified as far as possible to ensure that patterns to behaviours can be analysed to allow for strategies to be implemented which may stop the need for the use of physical intervention in future episodes.

The young person must be monitored after any intervention for signs of physical or mental distress or discomfort. Their breathing is monitored every 15 minutes for a period between 24 – 48 hours depending on the intervention used, and the need to monitor breathing is passed to parents or carers. Medical assistance is to be sought without delay in the event of any concerns as a result of the use of physical intervention. Staff members also need support for any physical or mental distress and should be encouraged to accept basic first aid on site and to seek further medical support if they need to. In case of a staff member being subjected to any strangulation, it is imperative that medical support is sought to check breathing and any impact on the throat.

It is the responsibility of the staff member to ensure that ALL physical interventions are recorded in full and are an accurate account. Documentation detailing such interventions may be used in legal processes and so staff need to understand the significance of writing with precise detail.

## Debriefing of Physical Intervention

Debriefs within the staff team and with the young person are vital. Members of staff must be able to offload their feelings and emotions in a supportive and understanding environment without judgement. No member of staff should ever have to take strong feelings home with them at the end of their working day and it is the responsibility of the management team to ensure that their wellbeing is considered.

Debriefs with the young person are also paramount after any intervention. Often a period of time is necessary before the debrief to allow the young person to process their feelings regarding the use of physical intervention. The young person needs to be listened to and should be allowed by any means possible to understand the exact behaviours which led to any intervention. Reparation of the relationship between staff and student should be facilitated as soon as both parties are ready to do so. All debriefs should be detailed on the written record of the physical intervention.

As a result of the use of physical intervention, risk assessments and Behaviour Management Plans should be updated without delay; for this reason it is significant that information on the behaviours of our young people is shared between home and school; this creates an holistic view of the young person's needs and creates a shared and consistent approach.

**All staff at The Beeches UK Ltd, including the staff members of The Beeches Independent School, are committed to lowering the frequency of physical interventions used within the school day.** We fully support the need for reducing the need for restraint and restrictive practices as detailed in the following:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf)

## Medication

For some students, PRN medication may be administered to support them in remaining on baseline. It is imperative that PRN medications are used proactively and administered at the right time, not delivered to the young person as a punitive measure. Medications should not be used routinely. The use of PRN is to be monitored for frequency and patterns and any concerns should be discussed with parent/manager of the residential care home with immediate effect. Concerns should be discussed with a clinician without delay.

## Use of restriction

The Beeches UK Ltd do not support the use of restriction as a means to support behaviour. Under no circumstances do we allow staff members to use mechanical restraint as a means to achieve desirable behaviour. "Mechanical restraint: the use of a device (e.g. belt or cuff) to prevent, restrict or subdue movement of a person's body, or part of the body, for the primary purpose of behavioural control." This can include, but is not limited to: using garments to restrict access or movement; using medical equipment to contain or denying a young person its use when necessary.

Unless specifically directed through a Deprivation of Liberty order, The Beeches Independent School do not allow the locking or holding of doors to contain a young person. It is vital that students know at all times that they are free to move from an area. Disciplinary measures may be employed with any staff member who is witnessed carrying out this action.

This policy can be found as a hard copy in the Head of Education's office, it is also accessible to staff on the shared area.

This policy is accessible to staff via the school website and a hard copy can be provided on request.

This policy must be read in conjunction with:  
Safeguarding and Child Protection Policy  
Health and Safety  
SEND policy

**Reviewed by:** Emma Sutters **Date:** November 2019 **Review:** November 2020

**Reviewed by:** Emma Sutters **Date:** August 2020 **Review:** August 2021