Barrs Court School

Behaviour Policy

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<thead>
<tr>
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<tr>
<td>Date of Recent Review and Ratification</td>
<td>May 2018 2017 v1.3</td>
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<tr>
<th>Date Produced</th>
<th>November 2015</th>
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<tr>
<td>Date of Last Update</td>
<td>March 2016 v1.1</td>
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<td>Next Review Date</td>
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## Contents Page

<table>
<thead>
<tr>
<th>Section</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Procedures and practice</td>
<td></td>
</tr>
<tr>
<td>• Strategies to promote positive behaviour</td>
<td></td>
</tr>
<tr>
<td>• Zone Boards</td>
<td></td>
</tr>
<tr>
<td>• School Rules</td>
<td></td>
</tr>
<tr>
<td>• Rewards</td>
<td></td>
</tr>
<tr>
<td>• Sanctions</td>
<td></td>
</tr>
<tr>
<td>• Physical Interventions</td>
<td></td>
</tr>
<tr>
<td>• Reporting and Recording Physical Interventions</td>
<td>3-7</td>
</tr>
<tr>
<td>Training</td>
<td>7</td>
</tr>
<tr>
<td>Behaviour Support Plans and Risk Assessments</td>
<td>8</td>
</tr>
<tr>
<td>Working in Partnership with Parents and Carers</td>
<td>9</td>
</tr>
<tr>
<td>Working in Partnership with the Local Authority</td>
<td>9</td>
</tr>
<tr>
<td>Seeking Support and Advice from other Agencies</td>
<td>9</td>
</tr>
<tr>
<td>Exclusions</td>
<td>9</td>
</tr>
<tr>
<td>Educational Inclusion and Equal Opportunities:</td>
<td>10</td>
</tr>
<tr>
<td>Monitoring and Review</td>
<td>10</td>
</tr>
<tr>
<td>Glossary of Terms</td>
<td>11</td>
</tr>
</tbody>
</table>
1. Introduction

1.1. At Barrs Court School we strive to enable our pupils to achieve all that they can through our holistic and child centred approach to teaching and learning. Every member of the school community, without exception, plays a key role in establishing and maintaining this ethos.

1.2. The purpose of this policy is to describe our practice at Barrs Court School in promoting positive behaviours and the values upon which they are based upon.

1.3. Through our work on promoting positive behaviours and enabling pupils to have a better understanding of their own emotions, behaviours and impact upon others we will empower them to be better learners, develop and maintain positive relationships, have self-worth and respect for themselves and others.

1.4. At Barrs Court School we aim to:

- Create a stimulating and supportive environment within which appropriate behaviour is encouraged, supported and reinforced;
- Enable our pupils to develop meaningful and functional communication and social skills;
- Develop pupils’ independence skills and prepare them for life after school;
- Teach pupils about trust, self-respect, respect for themselves and others, tolerance, cooperation, self-regulation and emotional well-being;
- Provide training, structures and support for all;
- Record and monitor challenging behaviour with the aim to identify positive intervention strategies which will help support pupils and staff in improving behaviour;
- Work in partnership with parents/ carers/ governors/ other professional and the wider community.

1.5. This policy was written in consultation with the staff, pupils and governors of Barrs Court School and complies with the statutory requirements set out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Teachers standards (DfE 2011);
- Use of reasonable force in school (DfE 2013);
- Behaviour and Discipline in schools (DfE 2016);
- Guidance for Safer Working Practice for Adults who Work with Children and Young People in Educational Settings (2015);
1.6. This policy has also been written with reference to the following Barrs Court School policies and guidance documents and should be read in conjunction with them:

- Policy for SEND and its associated Accessibility Plan;
- Policy for Safeguarding and Child Protection;
- Policy for Whole Curriculum;
- Policy for Assessment, Recording and Reporting;
- Code of Conduct;
- The statement of Strategic Direction and Management Plan;
- Assessment, Recording and Strategic Intervention;
- Physical Interventions Policy.

2. Procedures and practice

2.1. The policy recognises that all of the pupils on roll at Barrs Court School have significant learning barriers and the impact of unaddressed additional emotional and behavioural difficulties can be detrimental to the well-being, learning and engagement of all pupils.

2.2. At times pupils may present with challenging behaviour and we understand that much of this behaviour results from a number of factors including external factors, anxiety, low self-confidence and/or deficits in communication and social skills.

2.3. To manage challenging behaviour effectively it is crucial that we are proactive as opposed to reactive in our approach, address behaviour on an individualised basis specific to the needs of the pupil and always keep in mind that it is the behaviour that is unacceptable, never the child.

Strategies to promote positive behaviour

2.4. At Barrs Court School we actively promote a strong ethos of tolerance and respect for ourselves and others, including respect for difference and diversity, ensuring that examples of good pupil behaviour are publically acknowledged and rewarded. To promote positive behaviour the following strategies can be effective.

- Consistent routines and visual timetables;
- Warnings;
Preparing pupils for change/ verbal /visual explanations;
• Tactical ignoring of attention seeking behaviours;
• Distractions/ redirecting pupils
• Circle time;
• Reinforcing rules and expectations;
• Modelling expected and appropriate behaviour;
• Teaching and modelling respect for ourselves and others;
• Building confidence and self-esteem through positive reinforcement;
• Maintain communications between parents / carers and other agencies;
• Planned transitions onsite and offsite;
• Shared knowledge of classroom procedures to reduce conflict and confrontation;
• De-escalation strategies;
• Calm, quiet, organised classroom environment to reduce stress and anxiety;
• New beginnings throughout the day/ opportunities for a fresh start;
• Individual Behaviour Plans (where appropriate);
• Engaging, creative and individualised learning;
• Incremental positive behaviour reward charts;
• Enrichment activities e.g. after school clubs;
• Pupil voice i.e. School Council and Eco Schools;
• Individual behaviour contracts with pupils;
• Zone Boards (see below for more information);
• Mediation support and training for pupils.

Zone Boards

2.5. A ZONE BOARD is a visual tool to help pupils understand what behaviour is expected of them and a visual representation of the behaviour choices being made by individuals and whole classes, both in class and around school.

2.6. The ZONE BOARD is primarily there to encourage behaviours that are conducive to good learning; hence the board clearly states which particular colours are in ‘The Learning Zone’.

2.7. How Does It Work?
The boards have 5 colour zones going from pink-blue-green-yellow to red. The largest zone is the green zone which has the photographs (or names) of all the pupils in the class in it at the start of the day.

The Zone Board

- The zone board can be used across the school, though to be effective it must be used consistently. NB: 2 minutes of inconsistency can undo 2 weeks of consistency.
- It is displayed in a high profile area of the classroom, accessible to all adults and pupils
- Next to each colour are the ‘rewards’ that a pupil can choose from as a result of being in that colour at different points of the day. In yellow and red the ‘consequences/sanctions’ will be displayed. Reward time should take place twice a day to enable the reinforcement of the zone board.
- It is an expectation that children should be in green or above because a child in green is following the school’s rules and showing a positive learning attitude. The whole school’s ethos, underpinning the behaviour policy is ‘It’s great to be in green’

School Rules
2.8. At Barrs Court School the voice of the pupils is very important. In consultation with the pupils, via the school council, a set of school rules have been established which underpin our views of positive behaviour in school. The rules help pupils to identify what is expected of them and what we are helping them to be i.e. to be a good friend as opposed to what is not expected i.e. do not be unkind to friends.

Rewards

2.9. Rewards are great motivators and extremely effective in reinforcing desired behaviours. Within Barrs Court rewards systems operate on a whole school, class and individual basis. Pupils are rewarded for their achievements, not only in relation to their behaviour and attitude but also within their personal and academic achievements. It is important that pupils learn about the positive consequences of their actions.

2.10. Below are some of the many rewards that are used at Barrs Court School to recognise positive behaviour:

- Moving up the Zone Board where more motivating activities are available;
- Use of motivators/ rewards for good work/ good choices/ good behaviour specific to individual pupils;
- Verbal praise;
- Star of the day/ week;
- Silver Book (an special achievement book which is shared in school assemblies);
- Choice time/ Golden time;
- Certificates;
- Messages in home/ school books reinforcing positive behaviour;
- Displaying work;
- Responsibilities.

Note: Rewards must be meaningful to the individual pupil, age appropriate and also achievable.

Sanctions

2.11. Sanctions are a necessary part of the behaviour management policy in that they help pupils to learn about the negative consequences to their behaviour/ choice. Sanctions must form part of an agreed behaviour plan, which is drawn up in consultation with parents, carers, professionals and the individual pupils themselves. Sanctions should always be given in a timely manner and as soon after the inappropriate behaviour/ choice as possible. Sanctions also need to be proportionate, relevant to and understandable to the pupil. They must be used consistently and should be personalised to help the specific pupils concerned.

Note: Sanctions cannot include the removal of pupils rights i.e. food, drink, going to the toilet.
2.12. It is important to remember however that sanctions are not as effective in changing behaviour as rewards therefore the emphasis will always be on positive encouragement of good behaviours/choices.

2.13. Sanctions include:

- Verbal explanation of acceptable behaviours;
- Visual prompt about acceptable behaviours;
- Moving to the Yellow or Red part of the Zone Board where less motivating activities are available;
- Red Work *(when in the red zone of the Zone Board)*;
- Short time out/ removal from an activity;
- Pupils to work by themselves away from other pupils;
- Missing out on specific activities i.e. offsite trips *(health and safety)*;
- Contact with parents e.g. by phone call.

**Physical Intervention**

2.14. Due to the nature of some of our pupils at times they may present with challenging behaviours and in high risk situations staff may need to use physical interventions to limit the risk of harm to the pupil or others. All physical interventions should however only be used as a last resort, must be reasonable and proportionate and may only be carried out by trained personnel.

*Note:* The use of corporal punishment *(acts designed to physically punish or inflict hurt)* is expressly prohibited.

2.15. Any physical interventions used must follow agreed training program, should be agreed by the Headteacher, should be clearly stated in the pupil’s behaviour support plan and recorded on a behavioural incident form within a reasonable period of time after any incidents where inappropriate behaviour has been displayed; ideally within 24 hours.

2.16. For pupils who present with challenging behaviour it is important to recognise that physical contact should not only be used in situations linked to their challenging behaviour. There are occasions where it is entirely appropriate for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. There may be situations where physical contact is necessary for example to keep a child safe, to enable a child to access everyday learning, to support pupils with their personal care needs and to reassure a child.

*Note:* The Physical Intervention and Touch policy should also be read in conjunction with the behaviour policy.

Reporting and recording physical interventions.
2.17. Physical interventions can be very upsetting for all those involved i.e. pupils, staff and witnesses. It is important that time is taken after the event to support and discuss/ review the incident. Staff and pupil debrief is key in helping to support those involved, identify what happened and why, to review current practices and to identify future options and any changes that need to be put in place.

2.18. After any behavioural incidents staff will need to complete the relevant behavioural incident form (foundation level or advanced/ emergency level) and hand in to SLT; ideally within 24 hours of the incident occurring.

3. Training

3.1. **Staff:** At Barrs Court School all staff are trained at foundation level by a qualified MAPA® (Management of Actual and Potential Aggression) trainer. A smaller number of staff are also trained at an advanced/ emergency hold level by a qualified MAPA® trainer. The advanced and emergency level hold training delivered is regularly reviewed by the qualified MAPA® trainer/s and only holds relevant to the behaviours presented by pupils are taught to staff.

3.2. Physical interventions used within MAPA® may include an adult blocking, disengaging, holding or directing a pupil by the arm or directing a pupil away. It may also involve an adult restricting the movements of a pupil to prevent/ reduce the risk of harm to the pupil or others.

3.3. **Pupil Training opportunities (Kids Mediate):** To support pupils within school in developing their ability to mediate any disputes the ‘Kids Mediate’ program has been introduced at Barrs Court School.

The ‘Kids Mediate’ program is overseen by 2 trained school staff and aims to:

- Enable pupils to develop their conflict resolution skills in a supportive and structured way;
- Offer mediation session from trained pupils to their peers in a structured way;
- Encourage students to promote their empathy and communication skills with peers;
- Encourage independence, self-regulation and transferrable skills.

Kids Mediate will be pupil led, however each mediation will be supervised by a member of staff. Kids Mediate will only be used for ‘low level’ disputes that can be resolved easily. Disputes of a more serious nature will be referred for staff intervention. For more information please see Kids Mediate handbook.

4. Behaviour Plans and risk assessments

4.1. It is important that a clear support program is identified and put in to practice for pupils who find it more challenging to regulate their own emotions and behaviours appropriately.

4.2. At Barrs Court School pupils with identified barriers linked to their behaviour are subject to a comprehensive assessment. This enables staff to identify the best strategies to put in place in order to support the pupils in managing their own behaviours more effectively. The subsequent behaviour plans also identify key areas, such as self-confidence, social and communication skills, self-
awareness, understanding of emotions, etc. which may be underlying factors in a pupils demonstration of inappropriate behaviour.

4.3. Behaviour Support Plans are included within a holistic and individualised ‘My Safety and Support Plan’ which each pupil/student will have completed.

4.4. Where necessary other professionals such as the clinical psychologist may support in the construction and review of pupil behaviour plans. Parents are also consulted in the assessment and review process. Any behaviour plan must be shared with parents/carers and agreed.

4.5. For some pupils, where there is a potential increased risk due to their behaviours, pupil specific risk assessments may need to be put place. Risk assessments may, for example, relate to specific learning activities within school, offsite activities or known situations where pupil’s behaviours may possibly increase. Risk assessments form part of the behaviour support plan and are shared with staff to ensure a consistent approach is maintained for pupils.

4.6. Once agreed individual behaviour plans and risk assessments are shared with all staff at Barrs Court School to ensure that there is a consistent approach to behaviour management. Behaviour plans are regularly reviewed and where required updated to reflect any changing needs of the pupils.

5. Working in Partnership with Parents and Carers

5.1. A shared understanding and dialogue between school and home regarding behaviour and other issues is extremely important. Parents and Carers are involved in discussions regarding behaviour and consulted when a behaviour support plan is written, implemented and reviewed.

5.2. Parents and Carers are encouraged to contact school at any point to discuss any concerns and issues. Opportunities are also available for parents/carers to discuss their child’s achievements and any concerns they may have with staff at annual reviews and parents evening. The Home/school book also provides daily opportunities for staff and parents/carers to share information.

5.3. Barrs Court School also employs a Pupil and Family Support Manager who is able to offer advice and support when needed.

6. Working in Partnership with Local Authority Transport

6.1. A shared understanding and dialogue between home, school and Passenger Assistants is also extremely important, with regards to behaviour, as a large percentage of the pupils at Barrs Court School travel to and from school on LA transport. Passenger Assistants are encouraged to share any concerns with parents/carers, LA transport and school (where appropriate) should they arise.

7. Seeking Support and Advice from other Agencies

7.1. There may be times when, as a school, we need to seek advice and support from other agencies regarding a pupil’s wellbeing or behaviour for example CAMHS, Educational Psychologist, Clinical Psychologist, Social Services, Occupational Therapist, MAPA® CPI etc. Each has a wealth of knowledge and experience to offer and can play a key role in supporting pupils who are struggling within areas of emotional regulation.
8. Exclusions

8.1. Barrs Court School adheres to the statutory guidance and regulations on exclusion from the DfE *Exclusion from maintained schools, Academies and pupil referral units in England (2017)* and would refer to this guidance, along with the Local Authority guidance in the event of having to make a decision regarding the exclusion of a pupil.

8.2. A decision to exclude a pupil will only be taken after all options have been exhausted in response to an imminent risk to the physical and emotional wellbeing of the pupil, or member of the school community, or risk of serious damage/loss to school property.

8.3. The decision to exclude a pupil can only be exercised by the headteacher. Where the headteacher is absent from school, for example illness then the deputy headteacher may exercise the power of exclusion, making it clear that they are acting in the headteacher’s absence.

8.4. A fixed term exclusion can provide a cooling off period and an opportunity for all concerned to consider how best to continue a pupil’s education. Any fixed term exclusion will be for the shortest time necessary.

8.5. A permanent exclusion will only be considered if the school can demonstrate that all reasonable steps to avoid excluding the pupil have been taken or if allowing the pupil to remain in school would be seriously detrimental to the education and welfare of the pupil and there is no alternative.

8.6. The headteacher will consider the holistic evidence and judge whether Barrs Court School remains an appropriate placement for the pupil concerned. If there is no alternative strategy available with which to prevent exclusion, then the head teacher will order the permanent exclusion of the pupil and report their judgements as required.

8.7. The headteacher will inform the pupil, parent/carer, Governing Body’s Disciplinary Committee and the LA of any fixed and permanent exclusions.

9. Educational Inclusion and Equal Opportunities:

9.1. The Governing Body of Barrs Court School is committed to the inclusion of all pupils to ensure all pupils receive their statutory curriculum entitlement. The headteacher will ensure this policy is applied fairly and without prejudice. Responses to pupil behaviour will be consistent in the context of the individual special educational needs of the pupil concerned. REVIEWING THE POLICY

10. Monitoring and Review

10.1. The policy will be reviewed every two years, unless circumstances dictate that it should be reviewed sooner. The policy will be reviewed and revised by the headteacher and approved by the Safeguarding Committee of the Governing Body.

Signed:

[Signature]

Mrs. Julie Cohn (Chair of Governors)
May 2018

Date for Review: **May 2020**

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### Glossary of Terms

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<tr>
<th>Abbreviation</th>
<th>Definition</th>
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<tr>
<td>BILD</td>
<td>British Institute for Learning and Disabilities</td>
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<tr>
<td>CAMHS</td>
<td>Child and Adolescent Mental Health Services</td>
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<td>DFE</td>
<td>Department for Education</td>
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<td>LA</td>
<td>Local Authority</td>
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<td>MAPA</td>
<td>Management of Actual and Potential Aggression</td>
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<td>SEND</td>
<td>Special Educational Needs and Disability</td>
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<td>SLT</td>
<td>Senior Leadership Team</td>
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