



The Sunflower Federation Behaviour Policy

FGB 7th February 2018

(Due to be reviewed 2020)

Vanessa Robinson _____

Chair of Governor

Merja Paakkonen

Head teacher

Content

1. Purpose of the policy
2. Principles
3. Practice
4. Staff training
5. Reward and consequence
6. Roles and Responsibilities
7. Monitoring and Evaluation
8. Exclusions
9. Appendix- 1,2,3

1. Purpose of the policy

This policy seeks to maintain and support an ethos engendering mutual respect, positive relationships and clear consistent expectations thus creating and fostering learning and achievement. It determines the teaching methods that will be used in order to achieve high standards of behaviour.

2. Principles

Staff at The Sunflower Federation School believe:

- All pupils have the right to learn in a calm, safe and purposeful environment.
- All pupils can be supported to learn and behave with dignity.
- That securing positive relationships with and between pupils is key to them developing into secure, happy young people who are interested in their own learning.
- That effective behaviour support can only be achieved through partnership with parents and other agencies.
- The students are able to learn and demonstrate appropriate good behaviour.

The Sunflower Federation's core principles that support management of behaviour are;

- Understanding of each individual
- Caring for students' needs and showing empathy for their feelings
- Using the same, consistent and positive behaviour support approaches
- Building a sense of enjoyment and fun into the daily working life of everyone, so that they want to learn

- Building trust and respect
- Accepting mistakes as opportunities for learning
- Creating a positive and peaceful school environment so that all children feel safe and want to learn
- Enabling children to build friendships, incorporating time for them to play with their peers
- Encouraging the students to use their voice to choose what they want to do

This policy will embrace the principles of the Teaching and Learning Policy, Equality Policy and Special Needs Policy. It is also supported by the Policy for Physical Intervention and Anti-Bullying Policy.

3. Practice

All Pupils are supported to behave with respect for each other and themselves through effective classroom management and a curriculum which promotes values of tolerance, empathy and independence. They are encouraged to understand how to behave in order to develop relationships and be effective participants within their community.

We believe that there is a difference between behaviours that are planned and conscious and behaviours which are an unconscious reaction to stress, organic conditions and/or environment. The School environment is designed to support positive behaviour and reduce arousal and stress. Staff work in a multi-disciplinary team in order to underpin a holistic approach to each pupil.

Some pupils require specific support because of the barriers that their behaviour presents. These barriers are assessed according to the following criteria:

- Threats to safety to the pupil or to others
- Disruption to the learning of the pupil and their ability to make positive relationships
- That general good classroom management and curriculum delivery is not enough to support this pupil effectively. They require further changes to pedagogy and environment in order to succeed.
- There is evidence that the emotional wellbeing and ability to learn of other pupils in the class is seriously and regularly compromised.

We teach positive behaviours through:

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning individual behaviour support
- Reward and positive reinforcement
- Comfort and forgiveness

In the event of further specific support being needed the following procedures are in place:

- Observation and recording of triggers and consequences for behaviour; use of Appendix 1-Behaviour monitoring sheet.

- Risk assessment of behaviour and its effects; use of Appendix 2-Risk Assessment Calculator
- Multidisciplinary approach to analysing these records, defining underlying causes of challenging behaviour and writing a behaviour support plan coordinated by the pupil's teacher; use of Appendix 3-'Behaviour Support Plan Proforma'.
- Communication of behaviour support techniques and principles to all staff involved with the pupil.
- Consistent trialing and monitoring of behaviour support plans and regular monitoring of its effectiveness and value.

4. Staff training

The school has joined all special schools in Hertfordshire in using the 'Hertfordshire STEPS' package for behaviour support. All staff are trained using the 'STEP on' package and some staff are trained according to audited need in further techniques for physical intervention using the 'STEP Up' package.

The school induction package contains teaching to support understanding and skills required to support behaviour.

5. Reward and consequence

The STEPS philosophy requires commitment to positive experiences which will include reward. The school strives to ensure that learning in itself is rewarding. Pupils respond to high expectations and positive ethos which causes them to want to behave in a positive manner. We always praise and encourage positive, respectful behaviour.

However we understand that many pupils, especially those with autism, do not understand or share social pleasure or expectation. In such cases, extrinsic rewards linked to the interests of the pupil are offered and placed on behaviour support plans. In order to learn, pupils need to understand that their reward will be withdrawn when they do not exhibit the positive behaviour they are learning to use.

Reward regimes are planned carefully to ensure that the pupil is always able to strive for the next reward opportunity within a period of time that they are comfortable with. Staff are aware that once behaviours are established the reward can be faded as it has been linked to praise and affirming relationship experiences.

For pupils who are conscious of their behaviour and plan to behave in certain inappropriate ways, we strive to link consequences to these behaviours. Staff ensure through careful explanation, modeling and visual support that pupils learn to understand the link between inappropriate

behaviour and consequence. We are committed to teaching children how to behave we do not use punishment as a method for teaching them.

6. Roles and responsibilities

Staff (teachers and learning support assistants) should support pupils to:

- Access and engage in positive relationships
- Demonstrate respect for themselves and others
- Be motivated to learn and achieve
- Communicate their needs, emotions and aspirations.

Staff should apply the school principles, ethos and specific training regarding challenging behaviour in order to:

- Set clear expectations, boundaries and limitations
- Be consistent and fair
- Intervene early to prevent deterioration of behaviour and well being
- Support each other to secure and maintain the respect of pupils by intervening only when asked or when they are aware there may be a safeguarding issue.
- Make learning and school fun in order to promote intrinsic motivation
- Identify motivators that individual for the pupil and provide these on a regular, planned basis.
- Promote dignity and independence through carefully planned activities for individuals and groups
- Seek support from other professionals such as the school nurse, social workers, Educational Psychologist to secure robust , holistic support for pupils.
- Work in partnership with parents to provide consistent support for positive behaviours.
- School responsibility (Senior leadership team)
- To provide a safe, stimulating and supportive learning environment.
- To plan and provide staff development opportunities for all staff so that they have a deep understanding of the issues surrounding challenging behaviour and are skilled at responding to it.
- To be clear in its expectations of positive attitudes and respect. It should be quick to deal with any deviation from this on the part of staff.
- To support class teams or individuals who are identified as struggling with particular issues regarding challenging behaviour
- To monitor and support communication with parents – see appendix home school
- To provide opportunities for parents to learn how to support their child's behaviour at home.

Parent partnership

We seek dialogue at all times with parents. 'Behaviour Support Plans' are sent to parents with annual reviews and interim reports. Any changes to these plans during the year are communicated to parents. Parents' views and ideas should be sought and incorporated into any programmes for the pupil.

If pupils need restrictive physical intervention, by law parents must be informed on the day that it happens. (Please see Policy for Restrictive Physical Intervention)

7. Monitoring and evaluation

The governing body will measure the impact of the policy by examining data analysed by year group, gender, ethnicity and learning disability and economic circumstances.

The behaviour support plans are evaluated by teachers continually and updates are written termly.

These updates include numbers of incidents and short summary regarding how well intentions are succeeding in reducing challenging behaviours and replacing them with positive behaviours. The school leaders for behaviour support will collate and evaluate these sheets. These staff are all trained as STEPS tutors. They will then meet with teachers to discuss further steps to support pupils. Advice and support from teachers responsible for autism will also be sought when pupils have autistic spectrum conditions.

The Head teacher will monitor behaviour support plans when they are submitted with the annual review and interim reports.

8. Exclusion

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is for the head teacher of the Sunflower Federation to take. However, where practical, the head teacher should give the pupil an opportunity to present their case before taking the decision to exclude. The headteacher of the Sunflower Federation will follow fully the statutory exclusion guidance of DfE as well as the local authority guidance of HCC in all aspects of exclusion process before taking the decision to exclude, during exclusion and also afterwards.

There may be very unusual and specific occasions where pupils have to be permanently excluded after an extreme and unforeseen event which causes them and other pupils to be a serious risk of harm if they remain at the school. The schools of the Sunflower Federation reserve the right to exclude pupils where significant and sustained efforts have been made to support pupils and enable to them to be educated within the school.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools of the Sunflower Federation have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race.

The head teacher of the Sunflower Federation should, as far as possible, avoid permanently excluding any pupil or a looked after child. The schools of the Sunflower Federation engage

proactively with parents in supporting the behaviour of pupils with their additional needs. In relation to looked after children, our schools co-operate proactively with foster carers or children's home workers, the local authority that looks after the child and the local authority's virtual school head.

All students of the Sunflower Federation have EHC plan and many of them additional needs. Therefore it is essential that when the school of The Sunflower Federation has concerns about the behaviour, or risk of exclusion, of their students or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. As appropriate our schools should consider requesting an early annual review or interim/emergency review.

Whilst an exclusion may be an appropriate sanction, the head teacher of the Sunflower Federation should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The head teacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Disruptive behaviour can be an indication of unmet needs. Where a school of the Sunflower Federation has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion by liaising with external agencies and providing additional support as early as possible.

Schools of the Sunflower Federation will design an individual a strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.

All children have a right to education: therefore schools of the Sunflower Federation will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion; and alternative provision must be arranged from the sixth day.

Important documents:

Behaviour and Discipline in Schools – A Guide for Head teachers and School Staff (2015)

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion (2017) DfE

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Appendix 1: Behaviour Monitoring Sheet

Behaviour Monitoring Sheet

Name _____ Date _____

TIME	√ Dangerous behaviour/ crisis √√ Difficult/ Disengaged / unsettled / over stimulated √√√ Calm / engaged in learning	Comments	Incident Bk Accident Bk PRI Physical Restraint
9.00-9.30 ARRIVAL			
9.30-10.30			
10.30- 11.00 BREAK			
11.00- 12.00			
12.00-12.45 LUNCH 1ST DUTY			
12.45 – 1.30 LUNCH 2ND DUTY			
1.30 – 2.30			
2.30 – 3.00			
3.00 – 3.30 END OF DAY			

Appendix 2: Risk Assessment Calculator

Behaviour Risk Assessment Calculator (BRAC)

Name	
DOB	

Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counseling or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The risk of harm is persistent and constant
3	The risk of harm is more likely than not to occur again
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

Risks which score 6 or more (probability x seriousness) should have strategies listed on INDIVIDUAL RISK MANAGEMENT PLAN.

Appendix 3 Individual Behaviour Management Plan

Individual Behaviour Management Plan (IBMP)

Name:	DOB	Date	Review

	Potential Triggers & Reduction Measures
--	--

What we want to see :	Strategies to maintain
First signs that things are not going well	Strategies to support
Where this behaviour leads next	Strategies needed
What we are trying to avoid	Interventions necessary

Signature of Plan Co-ordinator _____ Date _____ updated

Signature of Parent / Carer _____ Date _____