



Behaviour Policy

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Key Aspects

As a school we have adopted the ethos that 'Better Never Ends' as we continuously strive to improve the experiences that our students and their parents have on a daily basis.

The key aspects that underpin our behaviour principles are also embedded in our Mayfield aims. We strive to ensure these are embedded within our culture.

- We work to install the key skills and core values all pupils need in order to prepare them for adulthood. This includes independence, resilience, positive co-operation, problem solving and respect.
- We work with pride as a committed team to create a happy, safe and child-centred community, which promotes respect, honesty and dignity and demonstrates the academy values, pride, ambition, communication and teamwork.
- We want all pupils keep themselves safe and healthy both physically and mentally and to support their long term well-being.
- We all work as a team supporting our young people and colleagues and collaborate with external professionals to develop a consistency of approach across differing settings.
- We enable all pupils to develop their knowledge and skills; values and experiences with links to the local and wider community and we strive to work closely with families to create a culture where everyone is supported and challenged and treated with dignity and respect.

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Whole School Approach

As a school our approach and whole school planning focuses on the emotional well-being as well as teaching and learning of our children and young people. This is prevalent in the SED strand of our Get Real Curriculum document.

We also acknowledge research completed by NICE, 2009 and The Future in Mind Report 2019 that strongly recommends a whole school approach to supporting the emotional well-being of young people and children.

Within our whole school approach we strive to be proactive in these 3 key areas:

Engagement of the child/young person

- The **structure** of the school day
- The **organisation** of the **classroom environment**
 - Teaching **Strategies**

Relationships within the school

- Shared and **total communication** systems
 - Developing strong **relationships**
 - **Supportive** Class Teams

Feeling Positive

- Feeling **safe**
- Felling **loved**
- Feeling **confident**

Fox, Laverty, Chowdary 2020

Engagement of the child

Structure of the day –

We believe as a school that the structure of our school day and our curriculum are key to happy and engaged children. Our curriculum is based on 'real life' learning opportunities and functional skills.

Within the school day there is an emphasis on consistency and total communication to allow our children and young people to develop a understanding of what is happening, where it is happening, who is working with me and what will happen next.

Organisation of the classroom environment –

Our school environment and the facilities that we have are organised in such a way as to promote good behaviour and reduce the potential for negative behaviour. A great deal of attention is given to managing transitions throughout the day. We ensure that spaces are not overcrowded at changeover times and care is given to the different combinations of students in any given area at any given time. Visual resources, clear planning and appropriate use of language are the main strategies. that are provided to ensure smooth transitions.

Supportive Class Teams –

As a team and in the wider school community we all work together to support our young people, our families and our staff. We will always work transparently with families and collaborate with other professionals. We strive to be reflective and deliver as much consistency as possible to our young people's lives.

We aim to empower our staff to consider the motivations of behaviour and create individualised solutions.

Classroom teachers work closely with their teams to ensure consistent and effective behaviour strategies are in place. These will be regularly reviewed as new challenges arise. There is a responsibility with class teams to follow whole school approaches and to record behaviours of concern. CPD is provided to all staff as this is a key aspect of our work

Feeling Positive

We constantly promote a positive environment at Mayfield and we strive to reward good learning behaviour.

Praise and rewards are determined on an individual level. Where possible we use symbols such as 'good' which are effective in supporting our teaching of good behaviour. Due to the nature of our students, we also need to explicitly teach aspects of appropriate behaviour which we deliver through our PD/RSE programme.

'We know anxious children, are children who do not learn' (Carpenter, 2019). Therefore we strive for all our children and young people to be happy and calm. We want all our children and young people to:

Feel Safe Feel Loved Feel Confident

We aim for this to be a feeling when you enter Mayfield and encourage this culture throughout our 'Get Real Curriculum'.

Managing Behaviour

We have high aspirational expectations for our students behaviours and strive for them to be as independent and regulated as possible. A key principle to this is to set boundaries and respond to these as consistently as possible.

SLUETH

We also use a ABC model to understand behaviour. This examines behaviour through

- Antecedent
- Behaviour
- Consequence

This is recorded electronically on the whole school system SLEUTH. All staff receive training on how to record both low level behaviours and use of intervention and restraint.

Once data is entered into SLEUTH it allows us to analyse data and identify trends and target interventions.

Definitions

Behaviours that challenge

Our children and young people can exhibit behaviours that challenge for a number of underlying reasons and as a school we view all behaviour as communication.

Challenging behaviour is any behaviour that someone displays that is a challenge for others to manage and/or puts the young person or others at risk. Lots of young people with learning disabilities display behaviours that such as hurting others, self-injurious behaviour, sensory seeking or avoiding behaviours and destructive behaviours.

Problematic Sexual Behaviours

Sexual behaviour, which may be pleasurable for the individual but problematic for others. There are also times when the sexual behaviour can be difficult or frustrating for the person themselves (Challenging Behaviour Foundation, 2021)

Inquiry Based Practice to Support Regulation

As a school we understand that all behaviour is communication. When behaviour that challenges occurs, we always seek to understand the underlying causes as they are not always obvious. We work closely in staff teams to understand and explore the function of behaviour and we focus on providing our students with the tools to self-regulate.

We use a behaviour investigation template to help staff to 'pick apart' these behaviours and build an inquiry-based approach.

Communication	Sensory Needs	Underlying Medical Conditions
<input type="text"/>	<input type="text"/>	<input type="text"/>
	Name: <input type="text"/>	
Social Interaction	Building Resilience & Emotional Well-being	
<input type="text"/>	<input type="text"/>	

Inquiry Based Template for staff

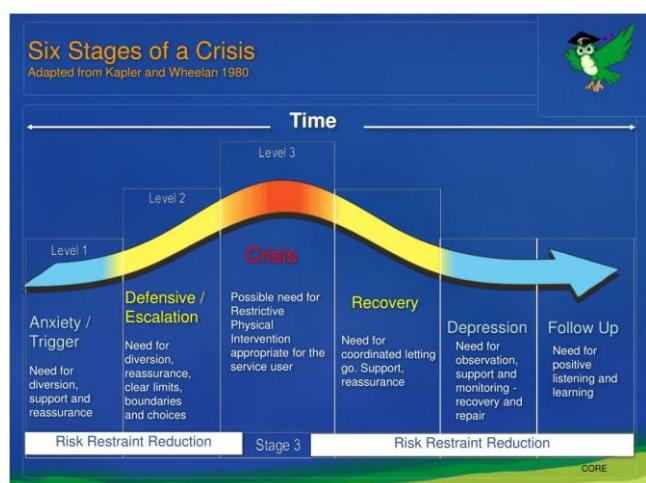
Use of Behaviour Support Plans and Risk Reduction Plans

These documents explicitly set out the types of behaviours and sensory needs of concern that a particular student may exhibit and provide strategies to effectively manage them. We work vigorously to ensure de-escalation techniques are in place and that a child's high interest activities are used to motivate and engage them. Parents have copies of the BSP and RRP and it is a expectation that they are signed by parents/carers.

Our Behaviour Support Plans and Risk Reduction Plans are informed by the Team Teach 'Stages and Levels of a Crisis' model.

We plan proactively for each individual student at each stage of crisis to respond in the most effective manner.

We look for behaviour triggers and analyse patterns in order to improve behaviour. Our recording system enables us to be pro-active and to use data to support our strategies.



Proactive and De-Escalation

We use a range of proactive strategies in school in line with good practise. This includes the use of visual support, adapted pedagogies such as intensive interaction and Attention Autism.

We also encourage our staff to follow these principles when managing behaviour.

These include:

Reduce the audience –

We strive to uphold our student's dignity at all times and acknowledge when students are in crisis, they can exhibit a wide range of challenging behaviours. Therefore, we may need to remove other students from the environment when we are managing this behaviour.

We also acknowledge that behaviours can be driven by staff responses and therefore limit wherever possible the number of staff needed to support and manage behaviours.

Reduce the language -

We reduce the language we are using with our students when they are in crisis and increase our visual use.

Change the face –

Students may target staff members due to a number of triggers and environmental factors. We will always aim to 'change the face' of the staff members that have been initially involved in incidents in order to calm the students as swiftly as possible and support the emotional well being of our staff members.

We also use a range of de escalation techniques such as verbal advice and support, reminders about consequences and success reminders, humour, negotiation, limited choices, reassurance and calm stance and talking.

Managing Sexual Behaviour

When managing Problematic Sexual Behaviour we firstly need to understand what triggers this behaviour. In the majority of our students these behaviours are either due to hypo sensitive sensory seeking or due to a lack of social understanding or awareness.

Our Relationships and Sex Education curriculum is a multi layered acquisition of skills, knowledge and understanding developing a understanding of our students **self, bodies and relationships.**

We will support families and teach students about public and private spaces and appropriate skills using social stories, visual support and resources.

Use of Physical Intervention and Restrictive Physical Intervention

- As a school we use the Team Teach Approach to enhance behaviour management. We have a number of staff across the trust trained as Team

Teach Trainers. All our staff receive initial training and regular refreshers in Team Teach strategies.

- This supports the philosophy that approximately 95% of all so-called challenging behaviours can be addressed using positive non-physical intervention and the use of a whole school proactive approach.
- As a school we will always aim to act in the best interest of the child. This means in principle any decisions that are made by staff must take into paramount consideration the child's welfare and this should take precedence over all other possible actions. For that reason, staff need to carefully consider what is in the best interest of the child, both in the short term and the longer term.
- Selected staff are trained in the use of Restrictive Physical Intervention in line with Team Teach. This is only used when students are putting themselves or others at risk or there is a risk of serious damage to the environment. Any intervention needs to be **reasonable, proportionate** and used as a **last resort**. The Education and Inspections Act 2006 gives examples of the types of circumstances in which use of reasonable force may be legally defensible such as self-injurious behaviours, causing injury to other children, staff, parents and visitors and causing significant damage to property.
- It is not always possible to predict all risks relating to a specific behaviour of a child. When an unforeseeable risk presents itself a "dynamic risk assessment" can be undertaken. This means that staff make decisions that are **reasonable and proportionate** and then act in the best interests of the child. When this occurs a debrief will occur and all supporting BSP, RRP and risk assessments are updated accordingly.
- Team Teach techniques seek to avoid injury to our children and young people, but it is possible that bruising and scratching may occur accidentally. These are not necessarily a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that our children and young people remain safe.
- Any intervention is recorded on Behaviour Support and Risk Reduction Plans that are signed by all parties supporting the child/young person.

Staff Responsibility

Every effort will be made that Mayfield staff will:

- Understand their responsibilities in the context of their duty of care to keep children and adults safe.
- Understand that the paramount consideration is the welfare of the individual child

- Understand that 'reasonable' force means that it is reasonable, proportionate and reasonable in the circumstances.
- Are provided with appropriate training to manage risk and this training is maintained at an appropriate level

Use of Time Out, Withdrawal and Seclusion

As a school we work with children and young people to ensure their timetable and daily structure suits and supports their regulation and learning. This may mean students use areas of the school as other learning spaces or as planned **time out** or **withdrawal** areas to help them calm or to provide sensory regulation strategies. We use this proactive and in a planned manner.

As a school we never advocate to use seclusion as a strategy but acknowledge that this may have to be employed in an absolute emergency for the shortest time possible. If this is every used it will be reviewed by the SLT team and strategies put into place immediately and accordingly.

Definitions

Time Out	Withdrawal	Seclusion/Isolation
Used as a planned approach with written agreement to manage behaviours that challenge and to allow us to regulate and re-engage as successfully and as reasonably possible.	Removing a child or young person from a situation but actively monitoring and supporting them to regulate and re-engage as successfully and as reasonably possible.	Forcing a child or young person to spend time alone against their will. This requires statutory powers other than in a emergency when it is the most reasonable, proportion and last resort and is used for the shortest period of time possible.

Bullying and Discriminatory Language or Behaviour

There is a zero-tolerance policy in place at Mayfield School and a zero tolerance to discrimination in all its forms.

All children and young people at Mayfield School are entitled to learn in a safe and supportive environment. This means they should be free from all forms of bullying behaviour.

We teach tolerance and positive relationships at Mayfield School, and this is embedded in our Get Real Curriculum which aims promote an inclusive, tolerant and supportive ethos at the school.

Any instances of bullying will be dealt with by the school and the strategies put in place to prevent occurrences of bullying.

All reports of bullying or discriminatory language are recorded swiftly by CPOMS and data collected by the DSL lead. Incidents will be investigated, and appropriate actions or sanctions put into place in a timely fashion.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's response to bullying. Under section 89, our school must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils.

All staff, parents/carers and pupils will work together to prevent and reduce any instances of bullying at our school.

Searching, Screening and Confiscation

Searching

School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors such as learning difficulties.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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 the pupil).

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Exclusions

Fixed Term Exclusion

At Mayfield School exclusion is not used as a “punishment”, it is used to protect the student, other students and staff. It will be used for the shortest time necessary to enable the school to organise assessments, make adaptations to the environment and hold strategy discussions. During or prior to the exclusion an Emergency EHC review may be held.

- A pupil can be excluded for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. This applies to the pupil not the school.
- Where a pupil is given a fixed period exclusion lasting a duration of 6 days or longer, the School has a duty to arrange suitable full-time educational provision from and including the sixth school day of the exclusion.

In an instance where a pupil is sent home for reasons related to behaviour the Head Teacher will formally record and specify the length of the exclusion. This should ensure that:

- The school is meeting the legal duty of care towards pupils.
- Parents are formally notified of the exclusion.
- CP issues are considered – bearing in mind the child's age and vulnerability that a parent/carer is at home and the child is not at risk.

A reintegration meeting will be arranged either during or following the exclusion. The interview will be conducted by the Head Teacher or member of the Senior Leadership Team.

Permanent Exclusion

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

- In response to a serious breach, or persistent breaches of the School's Behaviour Policy AND If allowing the pupil to remain in school would seriously harm the education or welfare of others in the school.
- In exceptional circumstances a fixed term exclusion may be converted or extended to a permanent exclusion; this is usually where during an investigation further information has come to light and, on reconsideration of the evidence, it is considered too much of a risk to re-admit the pupil.

For permanent exclusions, the pupil's 'home' local authority must provide alternative education to be in place no later than the sixth day of the exclusion.

Upon the decision being made to permanently exclude, the parents will be informed. A disciplinary Panel meeting of the Directors will be arranged with the relevant personnel:

- Parents
- Head Teacher/Senior Leadership Team member
- 3 members of the Governing Body
- A LA representative

Head Teachers Role

Several factors will have been considered before making an exclusion decision:

- A thorough investigation will have been carried out.
- All evidence to support the allegations, taking account of relevant policies, and where applicable the Equality Act 2010, will have been considered.
- Where possible/practical in our setting, the pupil will have been encouraged to give his/her version of events and be involved in any meetings.
- The school will check whether the incident may have been provoked.

If necessary, others will be consulted, for example a member of the governing body/IEB. Written records of the actions taken, including statements from the pupil and witnesses will be kept. They will be signed and dated.

The decision to either use a Fixed Term Exclusion or a Permanent Exclusion is a decision made only as a last resort, and where possible Mayfield School will pursue other possibilities of resolving any difficulties.

Governing bodies are legally required to consider parents' representations about an exclusion, and in some cases must also consider whether an excluded pupil should be reinstated. If parents disagree with the decision not to reinstate their child, they can request that it be considered by an independent review panel.

Complaints

The availability of this policy should reduce the likelihood of complaints but may not eliminate them. All allegations will be investigated thoroughly; however, it is the responsibility of the person making the allegation/complaint to prove any inappropriate actions by the staff member.

This policy should be used in conjunction with