Behaviour Policy

This is an appendix to the Nexus Trust Behaviour Policy

Date Published	May 2023
Version	2
Last Approved Date	October 2024
Review Cycle	Yearly
Review Date	October 2025

An academy within:

"Learning together, to be the best we can be"

"Successful behaviour management starts with a set of values and principles that we believe in, and an ethos upon which we can build our policies"

The Kindness Principle

1. Aims

1.1. This policy aims to:

- Provide a consistent approach to supporting behaviour
- Define what we consider to be behaviours of concern
- Outline our systems for supporting behaviour at Coppice School
- Summarise the roles and responsibilities of different people in the school community around supporting behaviours

1.2. Our school aims to:

- Recognise all behaviour as communication
- Provide a calm, positive learning environment which is a safe and healthy environment for all
- Create and maintain a secure and nurturing learning environment based on strong positive relationships between staff and pupils
- Meet all individuals physical, sensory and emotional needs to reduce behaviours of concern
- Ensure all our behaviour support systems are rooted in kindness and empathy
- Recognise and celebrate all successes
- Develop independent and confident pupils with high self esteem
- Create a culture whereby our children and young people continue to learn life long skills relating to their social and emotional development

2. Definitions

2.1. We have an agreed use of terminology at Coppice School to ensure language and practise is consistent:

Regulated- A child's usual state – calm, content, engaged at their level.

Dysregulated- When a child is showing signs of sensory overload / emotional distress

Connection Seeking- When a child needs adult attention or validation

In Crisis- When a child is hurting others, self-harming, destroying items

Recovery- When a young person is starting to recover and become regulated again.

Processing Time / Regulating Time- When a child is needing to be removed from a situation / a behaviour to process what has happened or to regulate.

We DO NOT use the term 'time out' as this has historically been seen as a 'punishment' and we do not want to punish a child for trying to communicate that something is not right. However, removing a young person as an environment is too loud, for example, is an appropriate strategy.

Behaviours of Concern-

- Physically violent behaviour to other staff / children
- Self – harming behaviours
- Unsafe behaviours such as absconding or climbing
- Any form of bullying
- Racist, sexist, homophobic or discriminatory behaviour (including online)

3.   Levels of Support

Classroom Support Wave 1	• Following Support strategies on Universal Passport • Class Team Discussions - bespoke strategies agreed and implemented • Emotion Coaching • Meet Sensory Needs / Emotional Needs / Communication Needs • Processing Time away from environment / behaviour • Phonecall to parent / carers to discuss behaviour
Internal Support Wave 2	• Behaviour Lead - Behaviour Meeting with Class Team including Functional Analysis • Positive Behaviour Support Plan created and implemented (signed by parents) • Risk Assessment created where needed (signed by parents) • Behaviour Lead and Teacher - meet with parents • Occupational Support in school
External Support Wave 3	• CAMHS Support • Medical Practitioner Support • Nexus Behaviour Leads Support • Educational Psychologist Support

WAVE ONE

3.1. All our young people receive Wave 1 support around behaviour which includes: Positive Behaviour Support practise; Emotion Coaching; Following strategies on Universal Passport; Quality First Teaching; Bespoke Planning

Positive Behaviour Support

3.2. The overall aim of Positive Behaviour Support is to improve the quality of a person's life and that of the people around them. We believe that challenging behaviour is most often the result of an unmet need, or a difficulty in communicating that need to others. We are aware that many of our young people experience sensory issues and may find environments and experiences over stimulating, frightening or uncomfortable. Also, the adults the young people work with and peers can be sources of unpredictable actions and sensory sensations. Transitions and demands which can interrupt routines and repetitive activity (which a pupil may rely on to give a sense of order and predictability) can provoke anxieties which may be communicated to others through behaviours which are challenging in their nature.

3.3. Although setting rules and delivering sanctions are sometimes helpful in supporting behaviour for our young people who have severe, profound, multiple or complex learning needs. Other methods of support are equally important including:

- Teaching our young people how to express and respond differently to the challenges they face

- Considering physical and sensory issues and address these to reduce difficulties arising from these

- Considering the environment and make changes to support any difficulties arising from this

- Giving all our students an effective form of communication

- Teaching socially appropriate interactions with others

- Building tolerance of different environments and demands they will encounter in everyday life.

- Delivering bespoke interventions and support for all young people around behaviours

3.4. When a young person is showing Behaviours of Concerns they would receive Wave 2 support. This involves Behaviour Meetings between class team / Behaviour Lead to include conducting a Functional Analysis. Where appropriate it will involve a meeting with parents / carers also. The case will be reviewed regularly.

Functional Analysis Sheet

Functional Analysis	Child's Initials	Pupil Premium Y/N	Person completing this form	Date of completion	
Biological	**Social**	**Environmental**	**Psychological**	**Communication**	
Sensory Stimulation	Level of challenge set incorrectly	Noise	Feeling lonely	Does not have a consistent means of communication	
ASD	Seeking social interaction	Cluttered space	Excluded	Communication needs are not being met by others	
Medication	The need for an element of control	Lighting	Devalued		
Pain, illness, hunger, distress	Lack of knowledge of school/community norms	Regular changes of staff/activity	Labelled		
Other known disability i.e. ADHD	Family adversity e.g. Poverty Poor housing Crowded living conditions	Other pupils	Disempowered		
Sleep deprivation	Bullying	Staff	Living up to negative expectations		

4. Individual Positive Behaviour Support Plans

4.1. Some young people may need a more formalised behaviour plan and the class team will work on producing these. These are completed by the class team with support from behaviour Lead then parents will be asked to read and sign.

Positive Behaviour Support Plan Format

Positive Behaviour Support Plan

Name:	What this looks like:	What you can do to help me:	Specific Support Strategies:
Regulated			
Anxiety / Dysregulated			
Escalation / Dysregulated			
Crisis			
Recovery			

Triggers:	Agreed Team Teach Moves:

Risk assessments

4.2. Where there is a risk to either themselves or others, the class team will also complete a Risk Assessment for individual young people (which will include strategies from the PBS Plan) and this will be signed by parents / carers.

Young Person Risk Assessment

Name:

Assessment completed by:

Signature:

Date of Assessment:

Review Date:

Summary of Behaviour	

Identification of Risk	
What risk does this behaviour pose?	
Who is affected by the risk?	

Assessment of Risk	
In which situation does the risk usually occur?	
How likely is the risk to arise?	
If this risk arises who is likely to be injured?	

What kinds of injuries or harm is likely to occur?	
How serious are the adverse outcomes?	

Risk Reduction			
Intervention	Action	Benefits	Drawbacks
Proactive Intervention to prevent risk (before displaying behaviours)			
Early Intervention to prevent risk (at the first signs of the behaviours)			
Reactive Intervention to manage risk (during the behaviour)			

WAVE THREE

4.3. Occasionally a young person will need support from external agencies such as CAMHS, Educational Psychologists etc….

4.4. This wave includes all the above offer in Wave One and Wave Two but will include external support also.

5. Restrictive Physical Intervention

5.1. Staff are trained in RPI (Team Teach) which is based around de-escalation. Staff will only use RPI when absolutely necessary, if the young person is harming themselves or others. Agreed Team Teach moves will be recorded on PBS Plans which parents / carers will sign. All RPI will be recorded on Team Teach Forms and uploaded onto CPOMS along with the incident notes.

6. De Briefing

6.1. After a significant behavioural incident, it is our job as specialist teachers to figure out what we could have done different and how best to support that child in the future. This may be changing environments, our interactions, and communication systems. It is also important to support the staff after an incident to protect their well-being.

6.2. A member of SLT will have a debrief at the end of the school day with the adults involved following an incident to update PBS Plans, Risk Assessments, lessons learnt, actions moving forward and discussions around staff well-being.

6.3. Staff will also work in a bespoke way with the young person on restoration and recovery. This bespoke way of dealing with the Recovery phase is recorded on the young persons PBS Plan.

7. Use of Secure Spaces

7.1. Schools are required to ensure that pupils are not locked in a room or space, unless there are exceptional circumstances linked to immediate pupil/staff safety (e.g. as per lockdown procedures). At all times, Nexus MAT schools must be complaint with the Deprivation of Liberty Safeguards (DOLS) and/or the Mental Health Act (MHA).

7.2. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of the individual pupils and/or pupils, staff and visitors from immediate risk, but this would be a **safety measure** and **not a disciplinary sanction.**

7.3. Classroom entrance and exit doors are not to be locked with a key or fob that can only be unlocked by an adult.

7.4. Schools may have two handles on entrance and exit doors to classrooms – one at standard (waist) height, and another towards the top of the door. These doors are not locked, but have an enhanced system which provides a safe means of ensuring pupils are suitably safeguarded from leaving the classroom area of their own volition. This measure must be reflected in the class risk assessment and parents/carers informed.

7.5. It is acceptable, as part of our site health, safety and safeguarding measures, to have secure buildings or areas of the school building e.g. departments, entrance ways etc, which pupils can move freely within.

7.6. Where it is necessary for the safety and protection of a child to place them in a room that is secured and only unsecured by an adult, this should be in exceptional circumstances which is underpinned by a multiagency risk assessment and be reflected in a child's EHCP and/or their care plan.

These measures must be used as a short term measure, and a multi-agency review must be held at least fortnightly. Parental consent must be in place and documented in all instances.

8. Praise and Rewards

8.1. Individual Universal Passports show bespoke methods and ways young people like to be praised / rewarded.

8.2. Examples of ASD friendly praise: thumbs up with no language / deep pressure 'hug' / stickers with specific language "good listening" / reward charts etc..

8.3. Be aware some young people struggle with praise.

9. Bullying

9.1. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power Bullying is, therefore: Deliberately hurtful; Repeated, often over a period of time; Difficult to defend against.

9.2. It needs to be are many forms of bullying such as: cyberbullying; prejudice-based and discriminatory bullying; physical bullying; sexual bullying.

9.3. It is important at Coppice, when considering if an incident would be categorised as bullying, that we consider sensitively the young person's stage of development and the intent behind an action. For example, if a 13-year-old is working within our Red Provision Bands (Around 8-20 months - a Pre-Formal Leaner) and they are stopped from having something they want so they go to a more vulnerable young person and hit out at them, we would not categories this as bullying. The intent behind it would be to get what they want (not to hurt) and their developmental stage means they are not yet able to understand the needs and feelings of others.

9.4. Procedures when a bullying incident / peer on peer abuse occurs:

- Incident logged on CPOMS – tag as Bullying category.
- Discuss as Team at Friday's Safeguarding / Family Support Meeting (or earlier if needed)
- Create bespoke actions and record actions on CPOMS
- Discussions with both sets of parents
- Risk Assessments / PBS plans updated / put into place and shared with parents and student
- Reviewed regularly

10.   Roles and Responsibilities

10.1. At Coppice School we all have shared responsibility for supporting behaviour

10.2. The Governing Body is responsible for:

- Monitoring this behaviour policy's effectiveness and holding the Senior Leadership Team to account for its implementation.

10.3. SLT are responsible for:

- Reviewing and communicating this behaviour policy.
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing guidance and support, when requested, to behavioural needs of pupils
- Providing guidance and support, when requested, to class teams or individual members of staff.

10.4. Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of
- particular pupils
- Maintenance of Individual Behaviour Plans and associated risk assessments
- Recording of behaviour incidents

10.5. Parents/Carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Work with school and other professionals to build a consistent approach to behaviours of concern