



Reynalds Cross Vision:
*Reynalds Cross is a safe, supportive and fun environment
that nurtures individuality and enables
every child to flourish to be the best that can be.*

Behaviour Policy

Date adopted:

November 2023

Next Review date:

November 2024



Introduction

Reynalds Cross School is a positive learning environment where staff and pupils feel safe and secure. Every member of staff has a key role to play in promoting high standards of behaviour and ensuring pupils are supported to access a curriculum and achieve success. Staff have a duty of care to work together to ensure consistent and effective behaviour strategies are in place to support all pupils in their learning. We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

The Governing body has a duty under section 175 of the Education Act 2002 and the Equality Act 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; particularly in respect of pupils with special educational needs (SEN).

We believe that:

- Every pupil and adult has the right to feel safe and unthreatened by verbal or physical abuse.
- Good behaviour is a collective responsibility which should be encouraged and reinforced.
- Pupils and adults, where able, should be fully aware of the consequences of challenging behaviours, which are unacceptable within the school environment and in the wider community.
- It is important to work collaboratively with parents/carers and other professionals in the best interests of the pupil.
- Challenging behaviours need to begin to be addressed when the pupils are young, as it becomes more difficult when they become physically bigger.
- Physical intervention is only used as a last resort to ensure safety and wellbeing of pupils

“Challenging Behaviour” is defined in this policy as that which:

- Prevents the learning opportunities of a pupil or the other pupils in the class.
- Places excessive demands on staff and resources causing stress and other work related illness.
- Creates a physical danger to pupil, peers and staff.
- Puts school property at risk.
- Causes self-injurious behaviour.

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).

This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can issue a “sanction.” This must not breach any other legislation (for example in respect of disability, special educational needs, race and other equality and human rights) and it must be reasonable in all the circumstances. Corporal punishment is illegal in all circumstances

Behaviour Management Strategies

At Reynolds Cross we expect pupils to behave reasonably at all times. The individual needs of each pupil and their level of ability needs to be taken into account when managing behaviour. We believe that difficulties in communication and sensory issues are often the cause of challenging behaviours. Environmental factors and unpredictable events during the day or from other pupils may provoke anxieties and trigger undesirable behaviours

Staff will have a key role as they are at the forefront of behaviour management and are responsible for the behaviour, progress and well-being of the pupils in their care. The school adopts the “Team Teach” approach to supporting behaviour (95% de-escalation and 5% intervention) which is approved and supported by the Local Authority – with the majority of staff being trained in this approach or awaiting training.

A range of options and rewards should be used to reinforce and praise good behaviour with clear sanctions for those who do not comply with the school rules (Appendix 3). These will be proportionate and fair responses that may vary according to the age of the pupils and any other special circumstances that affect the pupil.

We expect that staff will:

- Be a good role model for the pupils.
- Provide pupils with a framework of behaviour which supports the whole school policy.
- Hold class meetings to discuss positive and negative behaviour and strategies to be used.
- Keep appropriate records of behaviours.
- Inform the Senior Leadership Team first and then parents/carers appropriately about issues concerning behaviour. This can be via Dojo, telephone, letter and the Senior Leadership Team.
- Offer and seek support to provide the best outcome for the pupil.
- Be fair and consistent with pupils and follow the behaviour plan established for the individual pupil.
- Work in partnership with other professional agencies for the benefit of pupils.

Rewards

When giving rewards to pupils we should make it clear why they are receiving the reward, to encourage repetition of the behaviour by the pupil and their peers. The type of reward may need to be decided on an individual basis according to the level of understanding and motivators of the pupil. This may mean the reward needs to be immediate for some pupils.

Rewards we may use include:

- Praise
- Stickers on pupil work
- Token systems and choice of rewards

- Moving up to “green” on class behaviour chart.
- Recording of “good behaviour” on school’s electronic recording system
- Comments on Dojo
- Tangible rewards that are immediate e.g choice toy or activity
- Certificates, awards and trophies at the end of term assemblies
- Star of the week.
- Weekly Head Teacher’s Award

Sanctions

It is important when using sanctions that pupils are made aware it is the behaviour that is not acceptable, never the pupil. When considering sanctions they must be appropriate, understandable by the pupil and in accordance with school rules and their Behaviour/PHP/Risk Reduction Plan. Pupils should never be denied drink or meals as a sanction.

Sanctions we may use include:

- Talking to the pupil about their behaviour.
- Ignoring the pupil’s behaviour.
- Use of choices.
- Rewarding the positive behaviour of others.
- Time out, ie time away from the situation, relaxation.
- Missing treats/working towards reward (doing jobs/making amends).
- Missing playtime/clubs (in order to complete missed work).
- Regular reporting to senior leader, including early morning reporting and other behaviour checks.
- In more extreme cases, schools may use temporary or permanent exclusion. (see exclusion policy)

Sanctions must also not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

In rare circumstances, the school’s Managing Allegations Policy sets out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Serious Incidents

- Staff need to judge the level of danger (risk assessment) and act accordingly based on the danger to the pupil, other pupils, staff and the environment.
- Staff should remove the pupil from the situation or the situation from the pupil if necessary.
- Staff should always act in the best interests of the pupil.

- Staff should request help if required, verbally or by using the alarm with safety of all being paramount.
- Allow the pupil time to calm down fully before reviewing and returning them to their schedule.

Classroom Management

For every pupil in school, a “Staff Response Plan” (Appendix 1) should be written to outline the most positive ways of engaging the individual pupil and responses to any inappropriate behaviours.

Early identification of challenging behaviour is important. When a pupil displays challenging behaviour the following procedures should be followed.

- Discuss the needs of the pupil in a class team meeting to best plan the policy for dealing with the behaviour.
- If felt necessary, seek the advice of any of the Team Teach tutors or SLT.
- Produce a Behaviour/PHP/Risk Reduction Plan (Appendix 2) and place the pupil on behaviour monitoring if appropriate. Parents/Carers should be provided with a copy which they need to sign during the first half of the autumn term.
- The daily monitoring form (appendix 4) should be completed by class staff and all behaviours should be listed on the Behaviour/PHP/Risk Reduction Plan. If new behaviours occur they need to be added to the both forms.
- The Behaviour/PHP/Risk Reduction Plan will be reviewed on a termly basis, following a serious incident or where it is not having a positive impact.
- Through monitoring, a Team Teach Tutor may raise concerns which they will speak to the class team about and if necessary carry out an observation.

Liaison with other agencies

In considering any inappropriate behaviour, staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school’s safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Police School Liaison Officers (SLO)

Some of our children and young people in need of early help often have direct or family contact with the police, school staff may wish to consider information sharing with their local SLO in order to support any referral into services or support the school in managing behaviour.

Physical Intervention

Reynolds Cross as a school has adopted the Government approved system of Team Teach for dealing with issues of behaviour. Team Teach describes a broad range of risk reduction strategies. It is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion and de-escalation.

It is essential that the 95% of Team Teach (de-escalation) is exhausted before the 5% (physical intervention) is used.

Despite the best efforts of the school and its staff, the nature of some pupils will mean that there will be times when challenging behaviours occur that require physical intervention and restraint. In any incident where physical restraint is required, it should always be the minimum force, for the least amount of time, with the maximum of care which is appropriate and proportionate and in the best interests of the pupil.

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff therefore have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

The use of “reasonable force”

Members of staff are permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

For more detailed information, refer to the “Use of Reasonable Force in Schools” (DfE 2015)

The use of Team Teach techniques is one of our methods for reducing risks presented by children’s challenging behaviour. This incorporates pupil’s ‘Behaviour/PHP/Risk Reduction Plans and Safe Systems of Work under Health and Safety Regulations. As such, it is imperative that these plans are followed and implemented by all members of staff and shared regularly with parents.

Confiscation of inappropriate items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property if necessary, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of any confiscated items provided they have acted lawfully.

Head teachers and authorised school staff may also use such force as is reasonable, without consent, when conducting a search for articles that have been or could be

used to commit an offence or cause harm; for example, knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks or pornographic images.

After an Incident

Physical techniques are not used in isolation and the school is committed to ensuring that in all instances, Restrictive Physical Intervention uses the minimum degree of force necessary for the shortest period of time and the maximum of care to prevent a pupil harming himself, herself, others or property. Wherever possible, assistance will be sought from another member of staff.

The physical techniques are intended to reduce risk and Team Teach techniques always seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally; these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe. Any such injury will be reported using the appropriate accident form and reported to SLT.

In some circumstances, following the use of more restrictive holds, it is acknowledged that pupils may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief and transient and poses less of a risk than the behaviour they are employed in response to.

Alternatives to Restrictive Physical Interventions

Sometimes, when faced with extreme behaviour, the judgement may be that by becoming physically involved the member of staff will increase the risk of somebody getting hurt. In this case the correct decision is to hold back but this does not mean that staff can choose to do nothing.

Staff must decide on the most appropriate course of action which might be to make the environment safer, give clear directions to pupils, remove the audience, take vulnerable pupils to a safer place, ensure that colleagues know what is happening or get help. The chosen actions should always be designed to reduce the risk to others and to oneself.

Calm Room

Schools can adopt a policy which allows pupils who are at risk of harming themselves or others to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or calm room with windows/peep holes, staff monitor the calm room at all times.

At Reynolds Cross pupils are first given access to the Space Station which is a quiet area with soft seating where they can complete work, reduce anxieties and regulate their behaviours. Staff will support pupils using various calming strategies including giving space if necessary.

If behaviours continue to escalate the calm room within the space station area may be used. This room is used as a last resort and should have low door handles. The door should remain open unless there is significant risk of injury to staff or pupils. It is only in these extreme circumstances the door can be closed and handles held to prevent serious injuries to staff or pupils.

If a school uses calm or isolation rooms for a pupil, this should be made clear in their Behaviour/PHP/Risk Reduction Plan and communicated with parents. Schools must act reasonably in all the circumstances when using such rooms. It is for individual schools to decide how long a pupil should be kept in seclusion or isolation and for the staff member in charge to determine what pupils may or may not do during the time they are there.

Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Pupils should always have the option to leave the area unless there is a significant risk of them causing injury to staff or pupils. Schools should also allow pupils time to eat or use the toilet. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. High handles are used in classes where pupil's may abscond and their safety may be at risk. When used this is reviewed regularly and they are removed if possible.

Support Following Incidents

- Any member of staff or pupil at the school involved in or witnessing a serious incident involving the use of Restrictive Physical Intervention may require additional support following the incident.
- Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.
- Pupils who may be distressed by events can be offered the following support:
 - quiet time taking part in a calming activity;
 - quiet time away from the incident/trigger;
 - resuming their usual routine/previous activity as soon as possible;
 - where appropriate, time with a member of staff to listen to what happened before, during and after the incident.

Recording Incidents

Any new behaviours or unusual incidents will require staff to complete an "Incident Form". Also, any behaviour that causes injury and the completion of an "Accident Form" will require an Incident Form. Forms can be found in the draws in the hall and

should, wherever possible, be completed on the same day as the incident. Incident forms, when completed, should be listed and placed in the box in the staffroom. Accident forms should be passed to the school secretary. Help in completing the forms is available from the TT Tutor/SLT. Parents will have already been notified in the PHP of the techniques that may be used in the event of an incident and is revised when necessary.

All repeated behaviours should be recorded on monitoring sheets, held in the class and logged by the Liaison Officer for Team Teach, (LOTT) on a weekly basis.

Leadership and Management of Behaviour in Education

Effective leadership and management of behaviour is crucial in securing an orderly and well-behaved school. Leaders need to ensure:

- there are clear systems in place which are rigorously adhered to and consistently applied.
- all staff are fully briefed on the behaviour policy and what it means in practice.
- staff know who to go to if they need support, and how to escalate a behaviour concern within the organisation if it is not being addressed.
- all pupils and their parents need to know about the behaviour policy, particularly rewards and sanctions, including exclusion.
- clear oversight of all behaviour incidents, through effective analysis and evaluation, monitoring of systems and processes; all part of school self-evaluation processes, and reported to governors
- work closely with the designated safeguarding lead, the special educational needs lead and the attendance lead as required to ensure a whole child overview is maintained, and consistency in support and planning
- liaise with other agencies including mental health, youth inclusion support service, as required
- early help is provided to support pupils with behaviour difficulties, and that there is clear oversight of this work, within the Solihull multi-agency threshold criteria, so that there is no drift and delay, and interventions are timely and effective
- the police are contacted in the event of a crime being committed, including serious violent incidents
- appropriate risk assessments are put in place following any violent incident to ensure the safety and well-being of staff and pupils

Working with Parents/Carers

We believe it is important that school works with parents/carers to provide the best outcome for pupils who display challenging behaviour. We would therefore encourage and support parents/carers to approach school for help with challenging behaviour that pupils may display away from school.

Personal Handling Plans (PHP) should be shared with parents once the child has settled in school and revisited when necessary.

It may also be appropriate for the school's Family Support Worker to liaise between settings through home visits in order to support pupils with more complex behaviour plans. The Family Support Worker also offers regular workshops supported by staff.

Pupils/students making the transition from school to another educational setting should be supported by an effective handover of information.

Temporary/Permanent Exclusion

As a special school for pupils with complex needs, we expect that the pupils who attend can present very challenging behaviour. Staff are trained and experienced to deal with such behaviour; however, there will be certain occasions when it will be necessary to exclude pupils from school either for an amount of hours, a fixed term period or permanently. These occasions will be for the protection of all other pupils and staff and also to plan appropriate strategies for their return. The school has a range of strategies for managing challenging behaviour and exclusion will always be used as a last resort.

Statutory Framework

All exclusion decisions shall be administered in line with SMBC guidance and national guidance on exclusions.

During an Exclusion

School has the responsibility for the education of the pupil and liaison of work should be carried out. This is the responsibility of the class teacher for the first to the fifth day of the exclusion and the Local Authority thereafter.

Bullying including Cyberbullying

Reynalds Cross School does not tolerate bullying and considers all pupils of equal value; as such they should be treated equally. This shall be regardless of age, sex, ability, cultural and ethnic background. Bullying incidents are rare due to the high level of supervision, but staff should be vigilant and committed to prevent and react to any such occurrences. (For further information refer to the school's "Anti-bullying Policy"). All incidents should be reported to SLT who will inform the Governors.

Community and Residential Visits

The school encourages participation in organised visits out into the community which aim to enrich the curriculum and personal development; details can be found in the Educational Visits Policy. A change in environment may create insecurity for some pupils which could lead to unacceptable behavior. Decisions need to be made at the planning/risk assessment stage to involve extra support, if a visible community card is necessary or an alternative activity. Where a pupil's behavior is such that it could pose

a risk to the safety of the group, or cause substantial disruption, they will not be able to attend.

Likewise, it is permissible for teachers to give sanctions to pupils they are responsible for whilst off site as long as it is through an organised and approved school activity.

Policies referenced

- Marking & Feedback Policy
- Managing Allegations Policy
- Anti-bullying Policy
- Educational Visits Policy

Associated Resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils. <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
7. An Independent Review of Behaviour in Schools by the DfE's behaviour 'expert', Tom Bennett
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom Bennett Independent Review of Behaviour in Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf)
8. DfE report about behaviour management case studies in outstanding schools
<https://www.gov.uk/government/publications/school-behaviour-management-case-studies-report>

APPENDIX 1

STAFF RESPONSES PLAN

Behaviour	Staff response
<u>Positive</u>	
<u>Negative (low level)</u>	
<u>Negative (high level)</u>	

At stage 4/5 the staff team that know the pupil should be helping with the recovery and depression

At stage 6 de-brief if applicable

APPENDIX 2

Behaviour/PHP/risk reduction plan

Name of child

Date

Positives

Triggers

Challenging behaviours

Successful approaches to de-escalate

Strategies that should be avoided or have worked in the past

Try

Avoid

What is the likelihood of a pupil harming himself or herself, another pupil or adult in the event of an incident?

	Self-harm	Harm to another pupil	Harm from another pupil	Harm to staff/adult
Low				
Medium				
High				

Describe behaviour	Self harm	Harm to another pupil	Harm from another pupil	Harm to staff

If there is a medical reason why physical intervention techniques cannot be used, please detail below

95% of our approach to supporting behaviour is through de-escalation. If the agreed de-escalation strategies have not been effective, staff will make a dynamic risk assessment and use their confidence and competence in using physical intervention techniques.

Physical interventions

Neck, arm, clothing, hair and bite releases

Half shield

Guiding

Single elbow (1 or 2 person)

Double elbow (1 or 2 person)

Seated hold (1 or 2 person)

Figure of four (2 person)

Beanbag

Caring C (active assistance)

Separating fights

Use of Space Station area

De-brief

Any factors to consider during de-brief- _____

Multi agency involvement (where the risk assessment indicates a high risk)

	School	Parent/ Guardian	Social worker (if Looked after Child- LAC)
Name			
Signature			
Date			

APPENDIX 3

School Rules

Walk in school

Be kind to others

Listen

Do my work

Wait for my turn

Look after my school

(Also available in symbol format)

Other rules – specific to areas/times of the school day, for example: meal and play times and specific class rules are also displayed and used around school.

Pupils may, where appropriate have a behavioural target as part of their Personal Learning Plan.

APPENDIX 4

Example of daily monitoring sheet

Monday																		
Behaviour/ Time	9.15- 9.30	9.30- 9.45	10.00- 10.15	10.15- 10.30	10.30- 10.45	10.45- 11.00	11.15- 11.30	11.30- 11.45	11.45- 12.00	12.00- 12.45	12.45- 1.30	1.30- 1.45	1.45- 2.00	2.00- 2.15	2.15- 2.30	2.30- 2.45	2.45- 3.00	3.00- 3.15
Hitting																		
Kicking																		
Throwing																		
Tip chairs																		
Other																		
Staff Member																		
Other Information (if relevant)																		
Tuesday																		
Behaviour/ Time	9.15- 9.30	9.30- 9.45	10.00- 10.15	10.15- 10.30	10.30- 10.45	10.45- 11.00	11.15- 11.30	11.30- 11.45	11.45- 12.00	12.00- 12.45	12.45- 1.30	1.30- 1.45	1.45- 2.00	2.00- 2.15	2.15- 2.30	2.30- 2.45	2.45- 3.00	3.00- 3.15
Hitting																		
Kicking																		
Throwing																		
Tip chairs																		
Other																		
Staff Member																		
Other Information (if relevant)																		