



PRESFIELD HIGH SCHOOL

BEHAVIOUR POLICY

COVID-19 Behaviour Policy amendments contained within

Updated: *19th October 2020*

Review date: *19th October 2021*

Signed: *Mark Purcell*

Chair of Governors

Mission Statement

'We as a staff aim to ensure that every child and situation is dealt with in a fair, compassionate, safe and dignified way. Our aim is to teach children to manage themselves through positive behaviour support.'

Introduction

"Educating a child with autism will require modification of both your group and individual teaching methods" (D.Fein, M. Dunn 2007.)

At Presfield while there will be children, including children with ASC, who can behave appropriately but choose not to, all too often pupils with ASC are wrongly and unfairly considered to fall into this group. Pupils can present behaviour in school that may be socially inappropriate or difficult to manage. However, this type of behaviour often results from anxiety or frustration.

Moreover, due to a lack of social understanding or communication difficulties associated with their diagnosis, pupils with ASC are often unable to properly understand 'socially appropriate' behaviour or properly interpret other people's intentions. This means that they can be taken advantage of and 'led' by other pupils into behaviour that is unacceptable according to the school's behaviour policy.

Although some of our pupils experience behavioural difficulties, we do provide high standards and expectations of discipline and see it as crucial that we teach **all** pupils what constitutes a good standard of behaviour. Pupils with ASC may not understand that their behaviour is inappropriate, and, from their viewpoint may be reasonable. Their lack of empathy and theory of mind may mean that explicit teaching about the feelings and reactions of others is required in order for them to understand and modify their own behaviour.

Pupils who are able to develop and maintain positive behaviour patterns are more likely to lead happy and fulfilling lives during their time with us and then beyond into adult life. Pupils in all educational settings develop patterns of behaviour that reflect the environment they are learning in. It is therefore our moral obligation to create and maintain a positive, well-ordered and respectful learning environment in which our pupils can grow and develop.

The following policy provides clear guidance and instruction on the methods by which our school community can promote positive behaviour in our students through the principles and practical application of behaviour support. Supporting positive behaviour is fundamental to each student's well-being and safety. Therefore the wilful contravention of any aspect of this policy could result in disciplinary procedures being brought into force.

At Presfield High School we believe that the pupil is paramount in all respects. Approaches to behaviour are entirely dependent on the prevailing ethos of the school and it is therefore critical that the pupil is placed at the centre of all considerations related to behaviour.

Because of this, we believe that behaviour support represents an ethically compatible approach to addressing student behaviour within the context of our school.

Our practice in supporting pupil behaviour is governed by the maxim

'Positive approaches to promote positive behaviour'

and this philosophy is expected to underpin all our actions, words and attitudes towards all pupils at all times.

Just as we might support a pupil in the acquisition of any academic skills, so too there is a need to support each pupil in the development of behaviour which is

- functional
- socially acceptable
- effective
- dignified and
- respectful of others

An understanding of learning disability compels us to proactively engage each pupil in the development of these skills whilst respecting at all times the individuality of each person, their rights and their needs. With this in mind, our primary objectives in this domain are:

Objectives

1. To increase each pupil's self-esteem, sense of worth and awareness of their value to others.
2. To enable each pupil to demonstrably value all members of the school community, their local community and the world beyond.
3. To maximise each pupil's capacity to regulate and manage their own behaviour across a broad range of social and academic settings proactively and positively.
4. To build each pupil's resilience to a variety of challenging circumstances empowering them to behave in mature and appropriate ways.
5. To develop the school's capacity to support all pupils in the acquisition of the skills, knowledge and understanding that will enable them to be socially well-adjusted and lead happy and fulfilling lives.
6. Ensure regular attendance.

Understanding complex and challenging behaviour

Human behaviour is an infinitely complex and enigmatic phenomenon. Understanding behaviour is fraught with problems, contradictions, and dilemmas and yet remains fascinating and is crucial in the development of supportive behaviour strategies. At Presfield High School we believe that all voluntary behaviour relates to having needs met, that it is functional and serves an identifiable purpose. Some of our pupils may display challenging behaviour as a response to their complex pattern of needs.

These problems may be compounded by additional difficulties including mental health problems, social deprivation and complex medical conditions requiring strategies which are informed by an extensive understanding of challenging behaviour.

In attempting to modify behaviour we must first examine the motives behind the behaviour and identify the area of need which the behaviour is serving. In order to structure this investigation a thorough **functional analysis** needs to be completed. Following this process, strategies which directly address the behaviour can be developed and form the basis of the content of the pupils' Learning Support Plan (LSP Appendix A). Effective strategies in addressing challenging behaviour are characterised by:

- thorough functional analysis of the behaviour
- accurate identification of the behaviour to be addressed
- appropriate realistic interventions and use of consequential learning
- clear objectives for outcomes
- consistency in applying the strategy
- review and evaluation

Such strategies require

- close collaboration between everyone involved in the pupil's life
- non-judgemental working relationships
- honesty
- adequate resources

It is only by developing a coherent and credible understanding of behaviour patterns a pupil exhibits are we will be able to address those aspects of the pupil's behaviour which are inappropriate. Analysis, planning and reflection is formalised and embedded in the practice of the school through the Learning Support Plan.

Creating Supportive Environments

Our first obligation as educators is to create a welcoming, supportive and enjoyable environment for our pupils to learn in. Our care and affection for each pupil should be explicit and constantly reinforced through our actions, words and attitudes. Our pupils need to feel good about themselves, good about their peers and good about the staff team. In order to achieve this all members of staff are committed to observing the following key principles

Ten Key Principles

1. **Be positive** – in all your interactions with pupils. Comment on the positive things pupils do; expect the best and you will get it. Avoid negative language around negative behaviour; it will only reinforce it. Do not shout at pupils; its effect is temporary at best and abusive at worst. Reprimands should be delivered in a planned and considered manner with respect for the pupil's dignity.

2. **Remain consistent** – be the stability that many of our pupils crave. Be predictable and reliable adhering to the same approaches and routines.
3. **Strive to understand more** – analyse behaviour and study its affect. Ask why things happen, seek solutions.
4. **Stay calm** – in difficult situations, don't become part of the problem by losing control. Become part of the solution by remaining clear headed and rational.
5. **Work together** – no one person has all the answers. Present a coherent and united front at all times. The students will respond to this.
6. **Seek advice and support** – the best educators exercise humility. Be comfortable about talking things through with others; it is expected of you and will help you succeed.
7. **Celebrate achievement** – surround your pupils with the sweet sound of success. It's contagious!
8. **Support your colleagues** – trust the professionalism and judgement of others. Do not contradict another member of staff in front of pupils or colleagues. If you are not sure of something they are doing, ask them about it later in private.
9. **Respect confidentiality** – be sensitive to the sensitivity of the work we do. You must not discuss any incident you witness unless it is for the tangible benefit of the pupil.
10. **Plan strategically** – be prepared to wait for success. Think about the long term benefits and not the short term gains.

All members of staff are required to abide by these key principles at all times and to encourage and support their colleagues in upholding these fundamental elements of behaviour support. With this in mind the 'Behaviour flow chart' (Appendix A) forms the basis of the whole school approach to managing behaviour in all lessons and is evident across the school visually to help reinforce to students and staff the process of how challenging chosen behaviour is managed.

Supportive and Functional Environments

The impact of the environment on a pupil's behaviour is a major consideration in the planning of practice. In order to develop positive and appropriate behaviour, the environment must be both **supportive** and **functional**. A supportive environment relates to the attitudes and actions of the people in the environment. A functional environment relates to the suitability of an environment in meeting a person's need. Responsibility for the environment rests with every member of the school team and the right to work in a supportive and functional environment is recognised for staff and pupils alike.

A **supportive** environment is characterised by

- a calm, purposeful working atmosphere
- friendliness
- happy working relationships
- flexibility
- responsiveness to needs
- a caring attitude amongst staff
- tolerance

- optimism and high expectations
- clear and consistent boundaries for acceptable behaviour

A **functional** environment is

- safe and secure
- tidy, uncluttered and clean
- strongly visual
- clearly demarcated for activities
- labelled appropriately to the students' needs
- optimally stimulating
- sufficiently resourced

A constant evaluation of both the supportive and functional environment is required in order to ensure that as pupils develop the environment evolves accordingly. The school's Leadership Team and Governing Body are responsible for determining that resources are available in order to ensure the environment is both supportive and functional.

Working with Families and Other Agencies

It is imperative that the school works closely with each pupil's parents or carers to evolve effective strategies in order to support students across a range of contexts including home school consultation when planning to implement behaviour strategies.

The embedded practice of sharing the pupil's social and academic targets and encouraging home participation in completing these targets further develops home-school relations and empowers parents and carers to be involved in the ongoing progress of their child's development. Constant liaison and collaboration are required in order to develop consistent approaches that enable the pupils to generalise appropriate learning and in order to support both families and professionals in their work with the pupil.

The school will actively engage other agencies and professionals where it is considered by the school and the pupil's parents or carers that this action is in the best interests of the student. The school will offer and seek support in the development of practice which is of benefit to the pupil or the pupil's family.

Supporting Staff

Working with pupils and families in developing positive and appropriate behaviour requires great skill and dedication. At Presfield High School we are committed to supporting staff in this highly demanding work by:

- Providing training in the use of appropriate strategies and interventions which are guided by the principles of Team Teach.
- Offering pastoral support from a member of the Leadership Team to all members of staff whenever requested
- Developing Learning Support Plans for pupils to help address behaviours that prevent pupils progress of learning
- Dedicating time in weekly briefings and general staff meetings to the discussion of issues related to behaviour support

- Weekly monitoring of Incidents
- The use of SIMS and Discover to track and identify triggers on trends linked to behaviours
- De-briefing sessions following stressful or serious incidents.

The effectiveness of any strategy is dependent upon the skills and commitment of the people engaged in that strategy. It is vital that staff feel equipped, both emotionally and technically, to address this crucial area of their work and it is therefore an obligation upon the school to support and encourage colleagues at all times.

Behaviour support must focus on the needs of the pupils, recognise the difficulties that pupils may face and offer positive approaches to support positive behaviour. **It must never be punitive, aversive, threatening or compromise the rights of the pupil.** Where staff feel that approaches are in any way illegal or inappropriate they are obliged to report this immediately to the Headteacher, Chair of Governors or Local Authority in accordance with the school's safeguarding procedures.

Learning Support Plans (see appendix B)

Building on the principles identified above, the Learning Support Plan (LSP) provides a planned and consistent framework which addresses behaviour that is not sufficiently addressed through the standard principles of good classroom practice and common sense. LSPs will exist for all students to help provide strategies for individual needs.

LSPs will be written by the pupil's class teacher and sent home to the pupil's parents or carer for consultation and review, and finally approved by the SENCO. It is considered good practice that everybody working or living with the student will have been consulted during the design of the plan. LSP's are reviewed every half term and will follow the same proactive strategies whilst catering for individual needs. This will enable a whole school consistent approach to behaviour support.

Positive Consequences and support

People respond positively to praise and encouragement and look forward to rewarding experiences offered as a consequence of appropriate behaviour. An important indicator of the ethos which pervades the school is the use of praise and encouragement with pupils as we seek to develop their confidence and self-esteem. For some pupils, the intrinsic value of praise is insufficient and further rewards might be necessary such as access to favoured activities. Where this is the case, these motivators can be offered to the pupil alongside praise.

We seek to reward pupils for their efforts, good behaviour, achievements and hard work in a variety of ways. Incentive schemes are in place to recognise achievements. Rewards motivate and help pupils to see that good behaviour is valued.

These include:

- Verbal praise
- Stickers, reward charts, special mentions and prizes

- School visits
- End of Year Awards
- Letters/notes home in home/school diaries to parents/carers
- House Points

Celebration Assemblies – A celebration assembly is held every Friday in recognition of a wide variety of pupil achievements, both in and outside of school.

House System – Pupils are placed into a house of mixed year groups. This encourages them to socialise with peers other than the ones in their classes. During theme days pupils participate in activities as part of their house team.

Each pupil begins the day with 6 house points (1 per lesson). These house points contribute to a weekly total. Pupils can earn extra house points in lessons and also by receiving a special mention (10 points) or having their work on the Head teacher's wall (10 points). Pupils can lose a house point if they receive a second behaviour warning for inappropriate chosen behaviour in a lesson. The winning house each week eats lunch in the community room and is waited on by the Headteacher and Deputy. The winning house for the half term receives a 'fast food lunch' as their reward. The winning house for the year receives the house cup and a trip out of their choice.

School actions when expectations are not met

Within the school day there are a number of situations, which may occur that require different levels of intervention. The school is committed to ensuring that the way it reacts to such situations is consistent whilst also dealing with each incident individually and to take all circumstances into consideration. Consequences will be applied when inappropriate behaviour occurs.

There is a whole school 'Behaviour Flow chart' which details the routine of consequence should inappropriate behaviour in lessons escalate (Appendix A) which is evident in every classroom and around the school generally. This allows for consistency of behaviour management across the whole school. That said it is important to note that the application of the Flow chart is at a member of staff's discretion and common sense should be applied when using it as every situation will differ and there may be circumstances where it is not appropriate to use.

As a rule, pupils do not respond in a positive way to being shouted at by an adult and will either become extremely distressed or over-stimulated and likely to behave inappropriately. Similarly, other pupils in the vicinity may become distressed or over-stimulated by shouting causing difficulties to escalate. Where it is felt that a reprimand is necessary and will be effective, this should be delivered in a calm and quiet manner in such a way as not to provoke further inappropriate behaviour or trigger inappropriate behaviour in other students.

Consequences

Rewards are central to the encouragement of good behaviour, but realistically there is a need for consequences to register the disapproval of unacceptable behaviour.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied
- It must be made clear what changes in behaviour are required to avoid future consequences
- Group consequences should be avoided as this breeds resentment
- There should be a clear distinction between minor and major incidents
- Consequences should be carried out by the staff involved in the behaviour incident, this may differ if the escalation of the behaviour is deemed to require further or different consequences by SLT.
- Restoration work with the individual around the incident must be completed
- **The focus should be on the behaviour not the pupil**

Consequences could range from expressions of disapproval, withdrawal of privileges, loss of break times and lunch times, phone calls home to parents/carers to discuss behaviour, referral to the Assistant Head, placed on a behaviour monitoring card, Deputy Head or the Headteacher, letters to parents/carers, meeting with parents, internal exclusions, fixed term exclusions and ultimately in the last resort permanent exclusion (following the LEA guidelines). We treat each student and incident individually, the use of consequences will vary depending on the situation.

Serious Incidents

In more serious situations a range of more serious consequences may be applied and Parents/Carers will be informed, staff will also complete a Serious Incident Form. If a serious incident occurs the consequences may be:

- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

Serious incidents are defined as being of the following:

Assault on pupils,
Assault on staff,
Bullying,
Inappropriate sexual behaviour,
Homophobic/transgender incident,
Racist incident,
Truancy/Absconding,
Theft,
E-safety incident
Other incident deemed severe not falling into the above categories.

Internal Exclusion

Pupils who receive an internal exclusion will spend time working out of class on their own. Time will be spent at break times with a member of staff looking at strategies for understanding feelings and making the right choices and an alternative time for a break will be offered.

Fixed Term Exclusion

The school will try whenever possible to keep the number of days a pupil is excluded to a minimum. In most cases exclusions of 1-3 days are appropriate. In some serious cases a longer exclusion may be imposed or an initial period of exclusion set, pending the outcome of an investigation. The Headteacher may exclude a pupil for a fixed term of up to 45 days in an academic year.

Where exclusion exceeds five days, the school will arrange for work to be sent home for the pupil to complete.

Whenever a pupil is excluded it is helpful for the school, pupil and parents/carers to discuss the issues with the school. In most cases the parents/carers and pupil will be invited into school to attend a re-admission meeting.

Permanent Exclusion

This is the final sanction when the school has exhausted all means at its disposal to help a pupil with their behaviour. The school must be convinced that to keep a student on-roll would seriously impair the education and/or safety of other pupils. There are also rare cases when a single incident may cause the Headteacher to recommend permanent exclusion to the Governing Body.

Policy for care and control of pupils

The care of our pupils is paramount to Presfield High School. Occasionally it is necessary to physically intervene during a situation. All staff have appropriate training. Respect and Dignity for our pupils is at the forefront of our minds.

(Please refer to full Care and Control Policy document for more details)

Intervention

As part of the duty of care it is often necessary to intervene in difficult incidents. Where possible, such intervention should be planned, co-ordinated and guided by the principles and practices of Team Teach. However, at times, staff may have to react spontaneously to situations and at these times all parties are vulnerable. In order to minimise the risk to everyone the following principles must be adhered to during **unplanned interventions**:

- the student's safety and that of other students is of paramount importance.
- staff should take every precaution to avoid being left alone.
- if isolated, seek support as soon as is reasonably possible.
- return to familiar and established practice as soon as the situation is stabilised.
- report and record the incident in its entirety as soon as possible.

On rare occasions that it may be necessary for staff to intervene physically to control or restrain a pupil. Staff would only intervene and use reasonable force when:

- Pupils may injure themselves or others
- Where the behaviour is prejudicial to maintaining good order and discipline in school or among other pupils
- When an action occurs on school premises or during an authorised activity off premises where pupils may be causing damage to property.

Again such intervention should be planned, co-ordinated and recognised as an intervention approved by Team Teach. However, if a crisis occurs, staff may have to act rapidly and without recourse to recognised techniques. In these circumstances the following principles must be adhered to:

- there is an absolute necessity to engage in physical restraint
- intervention ceases as soon as is reasonably possible
- avoid being left alone
- if isolated, seek support as soon as is reasonably possible
- return to familiar and established practice as soon as the situation is stabilised
- report and record the incident in its entirety as soon as possible, at the very least on the same day as the incident

In order to safeguard both pupils and themselves all staff must make sure they are aware of the details of this policy. All staff should be familiar with the following definitions:

- Physical Contact: Situations in which proper contact occurs between staff and pupils e.g. in the care of pupils in P.E or to comfort pupils.
- Physical Intervention: This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.
- Physical Control / Restraint: This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded.

In any instance the use of Physical control/Restraint needs to be recorded on the RF1 form. This form must be passed to the Assistant Headteacher in charge of behaviour or in his absence a member of SLT. Incidents should also be recorded on SIMS.

In the event of a member of staff being unsure of the categorisation of any incident then advice must be sought from the Head teacher or Deputy Head as soon as possible after the incident has occurred.

The use of reasonable force is the last resort and will only be used when all alternatives have been tried and have failed. Staff will use their skill and experience to avoid such situations occurring and will act in a professional way, seeking to maintain the dignity and integrity of pupils in their care.

Anti-bullying Policy – (Please refer to the full document for more detail)

Any incident of bullying should be dealt with immediately the member of staff is made aware. The Head or Deputy (and if necessary the Safeguarding Officer) should be informed and will make the judgement as to whether the parents/carers should be contacted.

Racism (Please refer to full document for details)

We all have the responsibility to challenge racism in our institution. Action will only be successful if it forms part of a wider policy, which is embedded within all our practices. Our definition of a racist incident is that taken from recommendation 12 of the Report of the Stephen Lawrence Inquiry:

'A racist incident is any incident which is perceived to be racist by the victim or any other person.'

Even if the victim of an incident does not complain, it should be treated as a racist incident if another person perceives it as such. For example, a teacher or youth worker overhears a child calling a Traveller child a 'gyppo'. The adult records this as a racist incident, even though the child does not complain to him or her.

Our definition of racial harassment is that of the CRE (Commission for Racial Equality):

'Verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.'

Children with Autism who are prone to going into crisis may use inflammatory or racist language when they are in the midst of a moment of crisis. This would be revisited to ascertain if it was a racist incident. It may not necessarily be recorded as a racist incident after investigation if it was confirmed that this individual was not fully in control of their actions and there was no malicious intent in the use of such language. Follow up work would still be undertaken to help students manage their anxiety and develop their ability to articulate their feelings in appropriate manner thus preventing future use of such language when in meltdown.

Support Systems

Additional support systems for the pupils may include:

Whole School Pro-Active strategies

Each class will display a visual tracking system to structure lessons (lesson started, lesson on-going, lesson finished). Common language will be used throughout school encouraging the pupils to make a 'Good choice' rather than a 'Bad choice'.

Staff will teach the pupils the 'Stop' and 'Go' strategy withdrawing the use of language when a pupil is showing the signs of distress, anxiety or agitation.

Lots of support will be provided during unstructured activities such as break and lunch times; this will support the pupils to make good choices.

Social Communication Rules

In order to help support pupils further within the classroom environment and around school a series of social communication rules are used.

- Thinking
- Sitting
- Waiting
- Looking
- Listening

- Speaking clearly
- Taking turns to speak
- Right volume
- Right distance
- Right speech – right person
- Remember faces & bodies

These are visually displayed in all classrooms and highlighted by staff as required. Staff also carry smaller visual reminders of these rules to use as appropriate.

School Counsellor

The school counsellor is available once a week and referrals can be made for any pupils showing behaviours that may need this resource. Referrals need to be made by the Headteacher, Assistant Headteacher in charge of Welfare or SENCO.

Sensory Diets

Sensory diets are incorporated into the curriculum for all pupils; this allows pupils the opportunity to regulate their sensory needs therefore improving their own behaviour. Once assessed pupils will have the details of their sensory diets on their Learning Support Plan which will include the nature of the sensory diet.

Duty of Care

As people employed in the education of students, the staff at Presfield High School are all subject to a duty of care for the students at the school. People who have a duty of care are obliged to ensure that they take reasonable care to avoid acts or omissions which are likely to cause harm to another person. In the context of Presfield High School, this requires members of staff to be

- proactive in supporting students' positive behaviour
- vigilant in their care of students
- aware of current developments in safeguarding policies
- accountable for all the actions they take

Staff requiring further guidance in this area are encouraged to seek advice, guidance and support from the SLT.

Recording and Reporting Incidents

The recording and reporting of incidents is a crucial component of behaviour support at Presfield High School. The processes of recording and reporting ensure that

- safeguarding students remains paramount
- episodes of challenging behaviour are being closely monitored
- the action taken by members of staff is accounted for
- practice in the school is transparent to outside agencies
- procedures can be evaluated from an evidence base

The importance of recording and reporting incidents must be emphasised as these processes serve to protect students from abuse and members of staff from inaccurate allegations of impropriety.

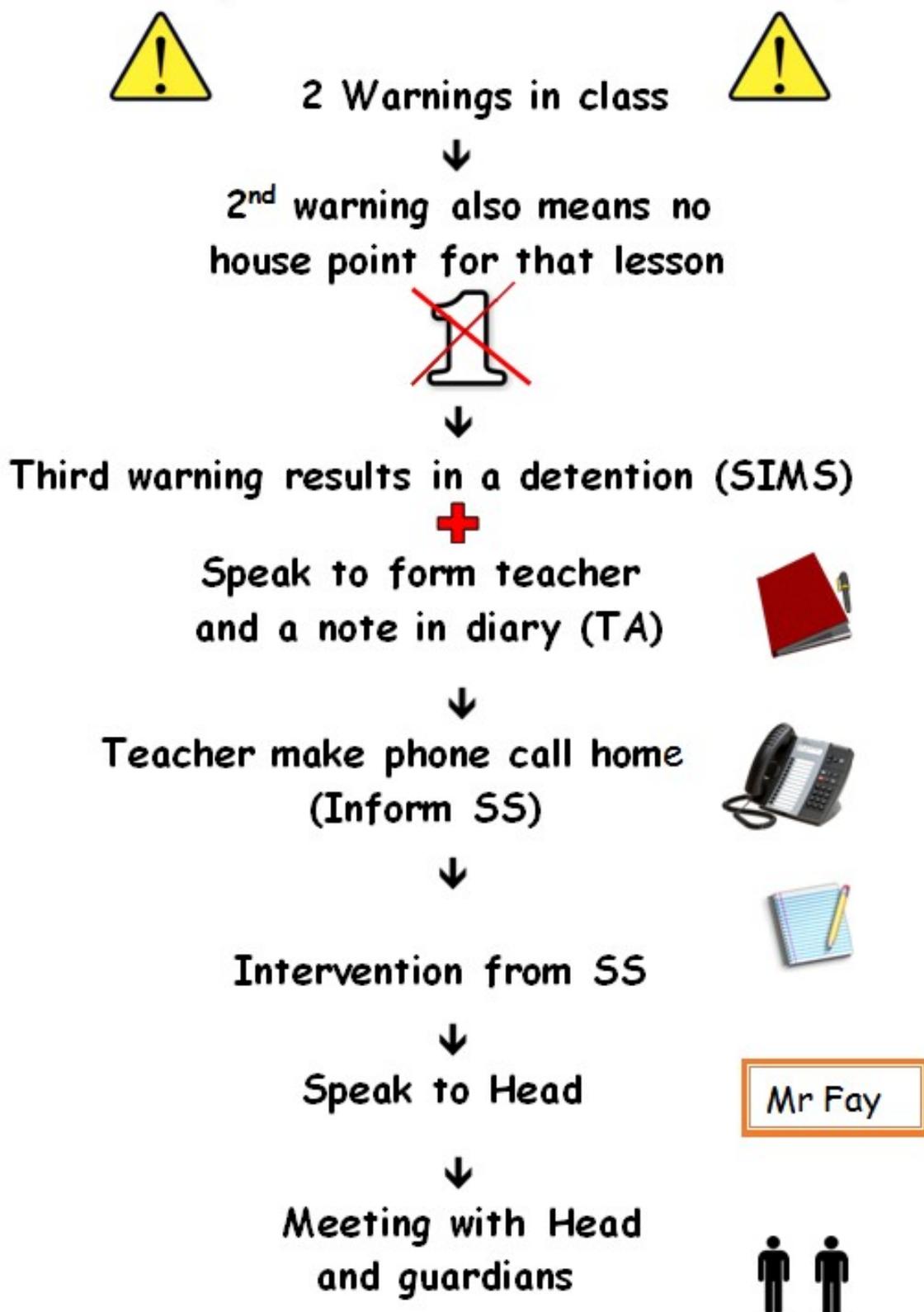
An incident is defined as an event or episode in which:

- a person is harmed or endangered
- there is clear evidence that a student has been injured
- a student displays behaviour which is outside the expected pattern of behaviour associated with that student
- a significant degree of damage is caused to property

Conclusion

Behaviour support is a complex and problematic topic and guidance within this field needs to be continuously evaluated and critically appraised. This policy reflects the school's ethos and practice in this area and should be considered in conjunction with all of Presfield High School's Policies.

Behaviour Flow Chart



Presfield High School Learner Support Plan Exemplar

Name: Nick Green	Class: 9Su	Date: November 2017	Review: January 2018
Known Behaviours: Shouting, Refusing to follow instructions, Self injuring, Screaming			
Function: Sensory and Attention Seeking		Positive Handling Plan: N/A to date	
Proactive Strategies	Active Strategies	Reactive Strategies	
<p>Language</p> <ul style="list-style-type: none"> • Keep language simple and specific context • Gain Nick's attention first before speaking to him by firstly saying his name • Give plenty of time to respond • Use whole school common language 'Good choice' and 'Bad choice' <p>Visuals</p> <ul style="list-style-type: none"> • Maintain a structured and meaningful routine throughout the day through the use of a class visual schedule and personal timelines • Help teach Nick to wait for longer periods of time using a now and then timeline • Teach Nick the 'Go' strategy when calm • Use visual signs 'look' and 'listen' 	<ul style="list-style-type: none"> • Use no language show Nick visually what is expected of him i.e. schedule or sand timer • Act calm: be aware of adults own body language and tone • Use calming down chart so Nick can show you when he is calm and all adult language is taken away, e.g. I need you to calm down to number 4 before I can talk to you • Be aware not to tell Nick to Shush or make tutting noises to him • Use the 'now and next' board to visually show Nick what he is doing and what he can choose next 	<ul style="list-style-type: none"> • If safe withdraw all interaction and offer Nick a safe object i.e. puppet • If Nick becomes aggressive use the 'Go' strategy to ask Nick to leave the room to the safe place to calm down • Adult to judge if it is best to stay with Nick or remove themselves to observe from a safe distance • Remove all language • When Nick appears calm adult to ask him if he is ready to return to class or if he needs any help 	

Proactive Strategies	Active Strategies	Reactive Strategies
<ul style="list-style-type: none"> • Positive reinforcement for positive behaviour, 'well done for good sitting and listening' with reward when appropriate. Praise and reward of others to model the required behaviour. <p>Communication</p> <ul style="list-style-type: none"> • Use simple sentences • Use signs and symbols where appropriate • Clear communication with home via email, phone or diary. <p>Transitions and Time managers</p> <ul style="list-style-type: none"> • Use of lesson structure • Use of timers in class • Use of visual timetables • Warn Nick that an activity is coming to an end by displaying a 'Finished' sign and counting down from 5 <p>Rewards and Motivators</p> <ul style="list-style-type: none"> • Provide Nick with access to a personalised curriculum that meets his social, communication • Verbal Praise • Staff positive attention • Stickers <p>Things to avoid</p> <ul style="list-style-type: none"> • Change of routine without plenty of notice • Too much language • Shouting • Body language (remember your calm stance) • Changing of staff 	<ul style="list-style-type: none"> • Offer or provide sensory opportunities (see sensory diet) use motivators both in school and outside environment • When Nick appears calm enough to process language offer him 'help' i.e. ask if you can help him. If he accepts give time to listen to what he is trying to say and help him resolve his crisis • If Nick appears to be struggling to follow instructions or listen to staff requests, try to distract him by offering him something to hold i.e. puppet or tangle • Remember voice matching – keep your voice at the same volume and intonation you expect from Nick • Use sensory snacks to support Nick to calm down 	<ul style="list-style-type: none"> • Use active strategies when Nick is regulated

Behaviour policy COVID 19 Addendum July 2020

At Presfield High School we aim to maintain a secure, caring and stimulating environment in which Students are encouraged to have respect for themselves and each other. Whilst expectations in Presfield Schools Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all students and staff. Previously we have been able to work closely to modify certain behaviours through restorative work over long periods of time and when absolutely necessary have had to use positive handling to help maintain the safety of students and staff. Unfortunately considering the challenges of social distancing in school this element of our work will be extremely limited and we will look to avoid staff being expected to increase the risk of infection by using positive handling should any child require it.

The rationale behind this Addendum is to ensure that the student, staff and parents at school act in a manner that fully supports the very necessary safety measures that have been put into place during the COVID-19 pandemic. Some behaviour concerns referred to in this addendum may have previously been deemed less serious, however, if an action now results in the potential compromising of a person's ability to social distance and stay safe, or purposefully impacts on their health and safety, it will be treated in a more serious manner.

Expectations of staff:

- Staff must adhere to and follow all health, safety and hygiene procedures set out in the COVID-19 Recovery Plan and Risk assessment.
- Staff must inform the Headteacher if they display symptoms of COVID-19 or if they are in close contact with any person displaying symptoms or being tested positive including through track and trace.
- Staff must follow the 2m social distancing guidance, where possible.
- Staff must wear appropriate PPE when managing any Intimate Care or First Aid.
- Staff must wear appropriate PPE when supporting students through positive handling techniques
- Staff will change clothes following any positive handling situation
- Staff will minimise contact with other staff members where possible.
- Staff, unless exempt, must wear masks on corridors

Expectations of Parents/Carers:

- Students displaying Covid 19 symptoms must not attend school. No parents to enter the school building when parents are dropping off or collecting school Students.
- Parents dropping off students must wear face coverings on the school site
- Ensure social distance from other adults whilst waiting for doors to open – as per Government guidance (please do not arrive too early to avoid congregation)
- Collect your child immediately, if called regarding illness/symptoms of COVID-19 or exclusion. Stick to allocated drop off/pick up times – if allotted time missed, please do not bring your child into the main reception but call the school main office and arrange a drop off/collection time.
- Inform school if your child displays any symptoms of COVID-19 or if they have been in contact with any person displaying symptoms or being tested positive.

Expectations of Students:

Arrivals, Departures and Moving round the school.

- Students will enter school through their designated entrance once they have been collected from their transport.
- Students will enter individually and will go straight to their designated area, keeping a 2m distance from any other individual where possible.
- There will be markers on the floors to support students with social distancing.
- At their designated home time, Students will leave the building from their designated exit.
- They will leave one at a time when their transport has come to collect them and be released by a coordinating member of staff, again keeping their distance using the markers on the floors as a guide.
- Movement around the school will be limited.
- When the students leave their designated area to go outside for break, lunch or outdoor learning, they will follow the markers on the floor to ensure they stay 2m from peers and adults.

Handwashing and Hygiene

- Students will be expected to follow all handwashing and hygiene routines while in school.
- Students will wash hands/use antibacterial gel before entering school, before and after eating and at regular intervals during the day as directed by staff.
- Hand drying paper towels to be disposed into designated bins provided.
- We ask Students to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm.
- Students will be reminded not to touch their face, mouth, nose or eyes while at school.
- Tissues to be disposed of in labelled bins provided.
- Should a student refuse to follow these routines, work will be done with these students to amend this behaviour, should this continue consequences will be put in place (See behaviour flow chart)
- Repeated chosen breaches may lead to students being excluded to reduce anxiety and protect other students and staff

Social Distancing

- When Students enter their designated area, after washing their hands, they will be expected to go straight to their table and nowhere else in the room.
- Students will put their hand up if they need an adult's support, they will not get out of their seats. The exception to this will be if a student needs a time out and is unable to express this successfully; here the student may leave the room to go to their

designated safe space area and a member of staff will follow and engage with the student when they are ready to.

- Should a child refuse to follow social distancing measures consequences will be put in place (See behaviour flow chart)
- We understand socially distancing may be more difficult for some of our students, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.
- Repeated chosen breaches may lead to students being excluded to reduce anxiety and protect other students and staff

Toilets

- Each group will be allocated toilets to use. These will be signposted by the adults. Students will be encouraged to use the toilets one at a time. When a student has finished in the toilet they must wash their hands properly following the handwashing guidelines.

Break and Lunch times

- All break times, lunch times and outdoor learning will be staggered throughout the day. Equipment that will be cleaned after use.
- Students will be expected to remain socially distant from both peers and adults during lunch and break times. Students must stay in their designated area at all times.
- Lunch will be eaten in their classrooms. Students will eat at their table. They will not get out of their seats. Students will have packed lunches or a school packed lunch which will be brought to them in their designated area.

Equipment/Resources

- Students must not share any equipment or other items.
- If any student deliberately touches or tampers with another student's equipment or belongings and does not follow the adult instruction when reminded, staff will apply the behaviour flow chart and the items will be cleaned and returned to the owner.
- The Headteacher will review the situation to assess whether the child will be allowed to continue to access the onsite education offer.

Positive consequences

- The team point system will not be in use during Covid-19. Instead a positive consequence system will be in place to support students. Form teams will meet to discuss a bespoke consequence system for their individual group.
- Teachers and Teaching Assistants will welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention.
- Above all praise and encouragement should be used as much as possible.

Students behaviour will be assessed to identify if behaviours are a result of crisis/melt down or chosen behaviours. We recognise students behaviours during crisis are different to those chosen by the student. Consistency means situations will be dealt with but does not mean outcomes will be the same.

If a student's behaviour is deemed high risk, for example, persistently refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their designated areas or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people the following sanctions and disciplinary procedures could be used. (This is not an exhaustive list.)

1. Detained during break, lunch or after school
2. Parents informed about behaviours
3. Referral to the Headteacher
4. Formal Parental meeting in school
5. Behavioural contract
6. Fixed term exclusion
7. Permanent exclusion

Repeated breaches could also lead to permanent exclusion.

Following an exclusion the Head teacher will complete a Risk Assessment to ascertain if the Student is safe to return to school before a return will be agreed.

This addendum applies to all of our students, who have a diagnosis of Autism and may present behaviours that are deemed to put others health and safety at serious risk.

Positive Handling & Restraint

There can be times when a Student's behaviour requires staff physical support to ensure the Students' own safety, the safety of other Students and staff, or that property is not

seriously damaged. This can require the use of physical interventions. At Presfield, we are trained to use Team Teach as a physical intervention if deemed necessary.

In the COVID-19 situation Team Teach will be avoided where possible. In the event that all other support techniques do not work and the child is at immediate danger to themselves or others, Team Teach may have to be used as an immediate safety precaution. When a child has been held they will be isolated and a dynamic risk assessment will be made regarding the likelihood of the child falling back into crisis, parents will be informed.

Where staff feel a student may go into crisis, staff will seek to support the student to try to avoid the need for physical intervention.

Where a child may need very close contact it is imperative that parents know that the use of PPE where appropriate will be used to help avoid cross contamination or any potential virus spread.

In the case of a student falling back into crisis after being held, being at risk to themselves, others or damage to the fabric of the school the option to exclude the student is available

Student's working from home.

If interacting with other Students or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that staff are not 'friends' with, or peers to, Students.

Students or parents should never attempt to contact staff via an individual's social media account or make comments about staff on social media platforms. Any inappropriate comments to staff online, via email, or any other platform will be taken very seriously and could result in a referral to the police. This is also the case for any online bullying towards other Students or peer-on-peer abuse that is disclosed to the school at any time.

A letter (Appendix C) has been sent home as part of the students return to school pack highlighting the temporary new approach and parents and carers have been asked to discuss the contents of this letter with their child and the implications of our temporary policy regarding behaviour and what will occur should this not be achievable.

Appendix C

Return to school behaviour management

29/05/2020

Dear Parent/Carer

You have indicated you would like your child to return to school when Presfield reopens in its limited capacity after half term. I'm sure you will understand the safety of our students and staff is of paramount during this difficult time.

Whilst our long term ethos regarding behaviour does not change we have had to make adjustments in line with Government advice supporting social distancing.

Where we have previously been able to work closely with students, through restorative work over long periods of time and when absolutely necessary used positive handling to help maintain the safety of students and staff, and modify behaviours that challenge, we are looking at new ways to support students whilst adhering to social distancing.

I am sure you can appreciate that considering the challenges of social distancing in school this element of our work will be extremely limited and at no point will we be asking staff to increase the risk of infection by using positive handling should any child require it.

If such an incident occurs or we feel your child may be heading towards crisis point, we will have no choice but to ask you to come and collect your child immediately and their place at Presfield during these early stages of school reopening will be put on hold while social distancing measures are still in place by the Government.

This will also apply if a child is acting in a way that is causing an increase in the anxiety of other students and compromising good order in school for staff during what will already be a difficult time to manage. Examples of such behaviour include deliberate or unintentional coughing or spitting, refusal to have their temperature taken at mandatory times throughout the day and leaving their designated zones at any point during the day.

Please consider how we can best support your child during this initial period to ensure we can maintain their safety and the good order and learning environment of the school. Please let us know of any strategies that will help us during this time.

It is vitally important that you discuss the contents of this letter with your child and the implications of our temporary policy regarding behaviour and what will occur should this not be achievable.

We all hope for all of our lives to return to less difficult times but in the current climate we cannot afford to put anyone at risk of contracting COVID 19 and appreciate your support through these challenging circumstances.

Your Sincerely,

Steve Summerfield
Assistant Headteacher
Behaviour and Attitudes