

BEHAVIOUR POLICY



HARDWICK HOUSE SCHOOL

Date: 31st August 2022

Review Cycle: Annual

Next Review Date: September 2023

Hardwick House School is owned and operated by Cavendish Education.

This Policy is one of a series of School Policies that, taken together, are designed to form a comprehensive statement of the School's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy should be read alongside all of these Policies in order to get the full picture. In particular it should be read in conjunction with the Equality & Diversity Policy, the Counter Bullying Policy, Safeguarding Children Policy, Physical Intervention Policy and Use of Reflection Rooms Policy.

All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its core values: Confidence, Competence, Creativity, and Character.

In all the School's Policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child. [Department for Education guidance](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The School employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula HR Online
- Peninsula BusinessSafe (Health and Safety)

1 Statement of Intent

This Policy applies to all staff, volunteers, therapists, and anyone working on behalf of Hardwick House School, pupils, parents/carers, external agencies and members of the public.

2 Introduction and Aim

At Hardwick House School, it is recognised that each student's autism is individual. To reflect that, and to ensure that this is achievable by all, the behaviour policy has been set out with fairness at its core.

The staff work with students based on the principle of 'fair not equal'. Hardwick House School has an ethos of fairness; subscribing to the belief that 'fair does not mean that every student receives the same treatment or consequence, but that every student receives what they need'.

Hardwick House recognises that all behaviour is a form of communication. The staff therefore, are constantly searching for alternative ways to help the students to make the right choices, and communicate in a positive and alternative way. In order that we achieve this, we must establish high expectations where students feel safe and can learn lifelong strategies of self-control.

Teaching appropriate behaviour is central to academic independence and community participation, therefore, the focus must be on rewarding appropriate behaviours; helping students take responsibility for their actions and understanding the significance of the intended and unintended consequences of their choices.

There are rules within the school which subscribe to the culture of pupils being encouraged to display expected, positive and appropriate behaviours. Unpredictable behaviours will be managed according to the specific needs of the student. The policy is based on the ethos of restorative justice through a program of ASD specific

mentoring/coaching; details of behaviour management strategies are included in the student's personal profile.

Hardwick House believe that the consequences for unpredictable behaviours should vary based on the specific context and circumstance. There is a toolkit of interventions designed to help the students identify the expected behaviour for the situation and encourage its use in the future. **All interventions and consequences relating to behaviour are considered with a view to reinforcing a safe and fair learning environment in which the students can flourish.**

At Hardwick House, we differentiate between two strands of unpredictable behaviour;

- 1) Unpredictable behaviour as a result of the students' Autism; i.e. behaviours born out of acute anxiety or obsession which prevent the student from making the right choices.
- 2) Intentional anti-social behaviour.

“The most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values”.

Report of the Committee of Enquiry 'Discipline in School' (The Elton Report)

This policy should be read and understood by all those who are involved in the education and care of pupils at Hardwick House School. Employed staff should ensure that they pass on relevant information, as outlined in the summary extract, to volunteers who come into school. ALL have an important part to play in creating the right environment and in ensuring that all students are treated equally with respect and understanding. A signed record will be kept acknowledging that staff have read this policy.

The following have been considered in the writing of this document:

- Education and Inspection Act 2006
- The Education Act 2002, Section 175
- Education (Independent School Standards) Regulations 2014
- EU Convention on the Rights of the Child 1989
- Equality Act 2010
- The Human Rights Act (1998)
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults Who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders July 2002
- Reducing the need for restraint and restrictive intervention: government response (2019)
- OFSTED Summary Report – Managing Challenging Behaviour (2005)
- DfES Guidance the Use of Force to Control or Restrain Students 2007
- DfES Guidance on Use of Reasonable Force (July 2013)
- DfE Advice to Principals and School Staff; Behaviour & Discipline (2014)

- DfE Advice to headteachers and school staff: Behaviour and discipline in schools (January 2016)
- Keeping Children Safe in Education 2022
- Working Together to Safeguard Children 2018
- Guidance for safer working practice for those working with children and young people in education settings (Feb 2022)

2 Expectations

Promoting positive behaviour forms the foundation of our school's continuing success. Having clear, fair and consistent expectations is essential to forming relationships in school and in establishing a respectful and positive culture of behaviour and learning that leads to achievements and success.

Aims

- To provide a framework that supports learning
- To enable students to achieve positive recognition for good behaviour and good work thus improving their self-esteem
- To help students gain an understanding of the expectations of the wider community with respect to behaviour, the way we treat other people and the essential skills needed for everyday life
- To ensure adults and students can work together in a safe environment within the school
- To develop in students a sense of self-discipline and an acceptance of responsibility for their own actions
- To ensure a consistency of approach and expectations throughout the school. The aim is achieved by ensuring the policy is fair, realistic and with very clear boundaries, all of which is clearly understood by all.

Relation to school aims

- To develop a young person's ability to foster positive relationships – to provide a positive, safe and caring learning environment where every person is valued and respected as an individual
- To develop a young person's independent life and living skills – to ensure that each young person's specific needs are recognised, especially in relation to their autism; that each has an equal opportunity, irrespective of the differences that make the students at Hardwick House individuals
- To develop a young person's ability to lead healthy and fulfilling lives – to promote self-esteem and awareness in students, staff and the school to encourage the exploration of values and moral issues in and out of school and to develop these values through practical use in everyday life
- To develop a young person's employment prospects – to enable students to overcome their emotional and behavioural difficulties, to enable them to use

strategies and mechanisms of behaviour management to co-operate and relate positively with others.

a. Expectations of Students

Students should be encouraged to maintain 100% attendance, approaching school with a positive attitude. Students should be encouraged to develop a sense of pride in their school and a sense of belonging in the school community, recognising that each individual has equal value, shares common interests, and that they should both respect, and be respected by others.

As a school, Hardwick House delivers its 'rules' through expectations – these expectations are categorised in the following areas:

- **Communication** – speak to each other politely, using expected language including tone of voice, taking turns and using expected body language, listen to others and follow reasonable instructions that should be given by the staff member at a level they can understand
- **Independence** – take responsibility for their own actions, belongings and conduct themselves around the building in a safe and sensible manner. Have the correct equipment for a task and be on time for lessons being sure to complete all class work in the manner expected
- **Achievement** – respect each other's differences, be aware of their feelings and the feelings of others, use expected strategies to manage anxiety, behave in a reasonable and polite manner to all staff and pupils and show respect for the opinions and beliefs of others. Look after and take ownership of the school learning environment and its resources, tools and equipment.

b. Expectations of Staff

It should always be remembered that the school is a working environment. Behaviour, language and dress should be appropriate. It is important to remember that being a role model can also extend into our personal lives. Expectations of staff are set out in the 'Guidance for safer working practice for those working with children and young people in education settings (May 2019)'.

Staff will be expected to reinforce by modelling clear expectations of behaviour in the same areas as our students:

- **Communication** – the use of language and communication at school, especially for students with autism is critically important; staff are expected to minimise their use of language and follow the training they have been given, reducing the number of options given and choices they offer, their voice should be at the volume and intonation they expect from the pupil - A loud and aggressive voice will usually result in a loud and aggressive response. Our students require time to process our requests and expectations – When speaking to an individual student, don't shout across the room or remain rooted behind a desk, move in. However, be aware of the speed of approach. Once the student has been spoken to, the temptation is to remain close by, waiting for compliance. Success is far more likely if movement is made away from that student, expecting compliance. This

enables the student to make a good choice without the stress of looming presence.

- **Independence** – if it is expected that students arrive on time for lessons, the same must be expected of our staff; arriving promptly and delivering a suitably swift and purposeful start to the lesson will assist in promoting positive behaviour through engagement in meaningful activity. Staff should approach incidents of negative or inappropriate behaviour by following the school procedures in line with the training they have been given. Maintaining a consistent approach across the school by following the classroom behaviour resources will help to minimise any behavioural incidents in structured lessons. Staff should take responsibility for reporting all incidents that occur by following the schools reporting process in line with the training they have been given. All safeguarding matters should be reported in accordance with school policy
- **Achievement** - delivery of a suitably planned and structured lesson which is differentiated and meets the individual needs of the students is the first step to achievement – other strategies for promoting achievement are expected to be adopted; such as proportionate praise - Rather than giving random praise, spot the off-task student and make sure praise is given to the student nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour. Remember the 5 to 1 rule – praise vs criticism.

c. Expectations of Parents Guardians and Carers

Our school values the partnership with parents, guardians and carers. Regular contact is maintained through daily or weekly diaries or phone calls and the use of positive praise communications such as ‘postcards home’. Building up good home/school relationships makes it easier to discuss any problems that may arise, and makes it possible to work together closely where there may be behaviour difficulties.

Information about progress and achievements should be communicated between school and home, so that both can share in the students’ achievements and we are constantly developing and refining our approaches to this so that all families can feel involved.

Photographs should be emailed home on a regular basis to show the students positive learning experiences.

Effective liaison helps to create a positive and supportive atmosphere for the whole school community.

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns for example using the home school diary
- respond to concerns raised by members of staff
- ensure pupils come to school correctly dressed, equipped and prepared to work

3 Principles of Behaviour

a. Challenging Behaviour

A student with challenging behaviour is not a 'problem' to be fixed and is not doing something 'wrong'. Behaviour is a sign that something isn't working; it shows that there is some unfulfilled need or a problem with communication. Behaviour is challenging if it causes harm or if it prevents students from functioning or accessing appropriately an activity they would originally have been expected to access. It is the impact of these behaviours that makes them challenging.

Challenging behaviour can be (but not limited to):

- **Self-injurious:** Head-banging, scratching, pulling, eye poking, picking, grinding teeth, eating things that aren't food.
- **Aggressive:** Biting and scratching, hitting, pinching, grabbing, hair pulling, throwing objects, verbal abuse, screaming, spitting.
- **ASD Specific:** Repetitive movements, rocking, repetitive speech and repetitive manipulation of objects.
- **Non-person directed:** Damage to property, hyperactivity, stealing, inappropriate sexualised behaviour, destruction of clothing, incontinence, lack of awareness of danger, withdrawal.

At Hardwick House, we recognise that some pupils, because of their ASD, may behave in extremely challenging ways. In these instances, it is important that:

- Staff work together to devise strategies to shape, minimise or divert the inappropriate behaviour
- Parents should be involved in discussion about developing strategies
- Individual students who need more than school code of conduct and usual class level rewards and consequences must have an Individual Behaviour Plan in place
- Reference is made to the Physical Interventions Policy where necessary
- Staff working with these pupils will be trained to use physical intervention using the Team Teach programme, and the teacher needs to ensure – through class meetings etc. – that there is a coordinated and **consistent approach to behaviour management**
- A Positive Handling Plan is drawn up, if required, involving the Senior Leadership Team. This Plan should be signed by the parents/carers
- Additional advice should be sought, when needed, from other professionals (e.g. the Educational Psychologist), or from parents/carers.

b. Specific behaviours

There are certain behaviours that are deemed unacceptable and will be challenged immediately by all staff on presentation of the behaviour. These behaviours will also need recording separately to ensure they are correctly monitored and dealt with. Details of these behaviours are set out below.

1. Sexualised behaviour/sexual harassment and other forms of child-on-child abuse

Sexualised behaviour is a form of child-on-child abuse and will not be tolerated. It will be challenged by all staff immediately. To minimise the risk of harm to students the school:

- ensures staff are trained and have an understanding of what child-on-child abuse is and how to recognise signs.
- is vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female learners, and initiation or hazing type violence with respect to boys;
- ensures our curriculum helps to promote a supportive environment by teaching about acceptable and unacceptable behaviours (including online), in consultation with the school therapy team;
- ensures learners know they can talk to staff confidentially by notifying their class/form teacher or any member of staff;
- ensures staff understand that a learner harming a peer could be a sign that the child is being abused themselves.
- ensures appropriate staff supervision of learners and identifying locations around the school site that are less visible and may present more risk to learners.

Further information can be found in the Safeguarding Children Policy.

2. Racism

Racism of any form is unacceptable and is not tolerated at Hardwick House School and will be challenged immediately. Tolerance of other people, cultures and faiths is embedded throughout our school curriculum as part of the British Values and is also taught overtly as part of our PSHCEE curriculum.

3. Bullying including homophobic behaviour

Bullying will not be tolerated at Hardwick House School. It is the responsibility of all pupils, staff, other professionals and parents/carers to work together to prevent bullying. The school recognises that bullying may occur, however the school's expectation is that students and staff will treat each other with respect and that all students will feel safe at Hardwick House. Pupils and parents will be encouraged to approach a member of staff should they have any concerns about bullying. The staff also receive training to emphasise the need to address bullying. The ethos and school curriculum reflect these values through discussions in tutor time, school council meetings, PSHCEE lessons and Social Communication groups. Further information can be found in the Counter Bullying Policy.

c. Promoting Positive Behaviour

When promoting positive behaviour, our use of language is crucially important. We must recognise and take responsibility for the amount of language we use and its appropriateness, we must actively seek to reduce our language and allow students the appropriate processing time to act on our instructions or answer our questions.

Staff must be prepared to recognise when it is appropriate to utilise the technique of tactical ignoring and be prepared to walk away to deescalate a situation – in all instances the staff are a team and must be able to trust in and rely on their colleagues to intervene and work in their best interests, providing a consistent approach.

Promoting positive behaviour at Hardwick House happens during two defined periods of the school day; structured and unstructured.

Structured Sessions

Structured sessions are defined as timetabled periods of the school day, such as lessons, coaching sessions, intervention, counselling and social communication sessions.

Recognising that the use of language is a primary tool in promoting positive behaviour, and that a consistent approach from all staff at Hardwick House will reduce anxieties and show students that all staff will react the same way to each behaviour – staff are asked to use a script when delivering instructions as best practice in school.

By stepping in and addressing a student by their name, there can be no confusion over who is being addressed, the staff member should face the student so that the student knows they are being addressed. The phrasing ‘I need you to...’ forms a statement and not a question, tell them what you want them to do, not what not to do – approaching an autistic student with a question such as ‘would you like to...’, as could be expected in polite social nuance, may merely elicit a response of ‘no, thank you’ which would merely escalate the situation. Closing the instruction with ‘thank you’ suggests that you expect the task to be done, or that it is already done – again removing the idea that this is a suggestion or question.

Staff are encouraged to allow processing time at this point, walk away or change of face and don’t feel that the next thing the student says needs challenging – tactical ignoring may allow the student chance to process; if this is not possible, utilising the broken record technique – focusing on the words ‘thank you’ should be attempted to deescalate the student’s response.

Hardwick House provides a set of classroom management resources aimed at promoting positive behaviour and engagement with learning during structured and classroom sessions (SEE: Appendix One). This system is based on the Zones of Regulation model and is aimed at giving each learner their own language and toolkit in order to manage their own readiness to learn.

Staff are encouraged to use a graded response approach to promoting positive behaviour; staff should always begin by using the script to deliver an instruction and then allow the appropriate processing time to allow for the best response from the student.

If the pupil is unable to self-manage, they may be asked to leave the class as the continuation of this incident is deemed as disrupting the learning environment. The student should be supported by a member of staff to continue working in another learning environment and it is the responsibility of the teacher to make sure that work is provided. Alternatively, the other members of the class may be moved to continue their learning elsewhere.

If work is owing from a lesson, the pupil is moved on the weekly classroom chart (See Appendix 2) until the work has been completed.

Unstructured Sessions

Unstructured sessions are defined as break periods, lunchtimes, enrichment times and may include off site activities such as PE or school trips.

As with the approach taken during structured sessions recognising our use of language is important when promoting positive behaviour during unstructured times as well, staff are again asked to use a script when delivering instructions as best practice during these sessions – for continuity, the script is very similar however it uses a different framework.

Again, staff are encouraged to allow processing time at this point, walk away or change of face and don't feel that the next thing the student says needs challenging – tactical ignoring may allow the student chance to process; if this is not possible, utilising the broken record technique – focusing on the words 'thank you' should be attempted to deescalate the student's response.

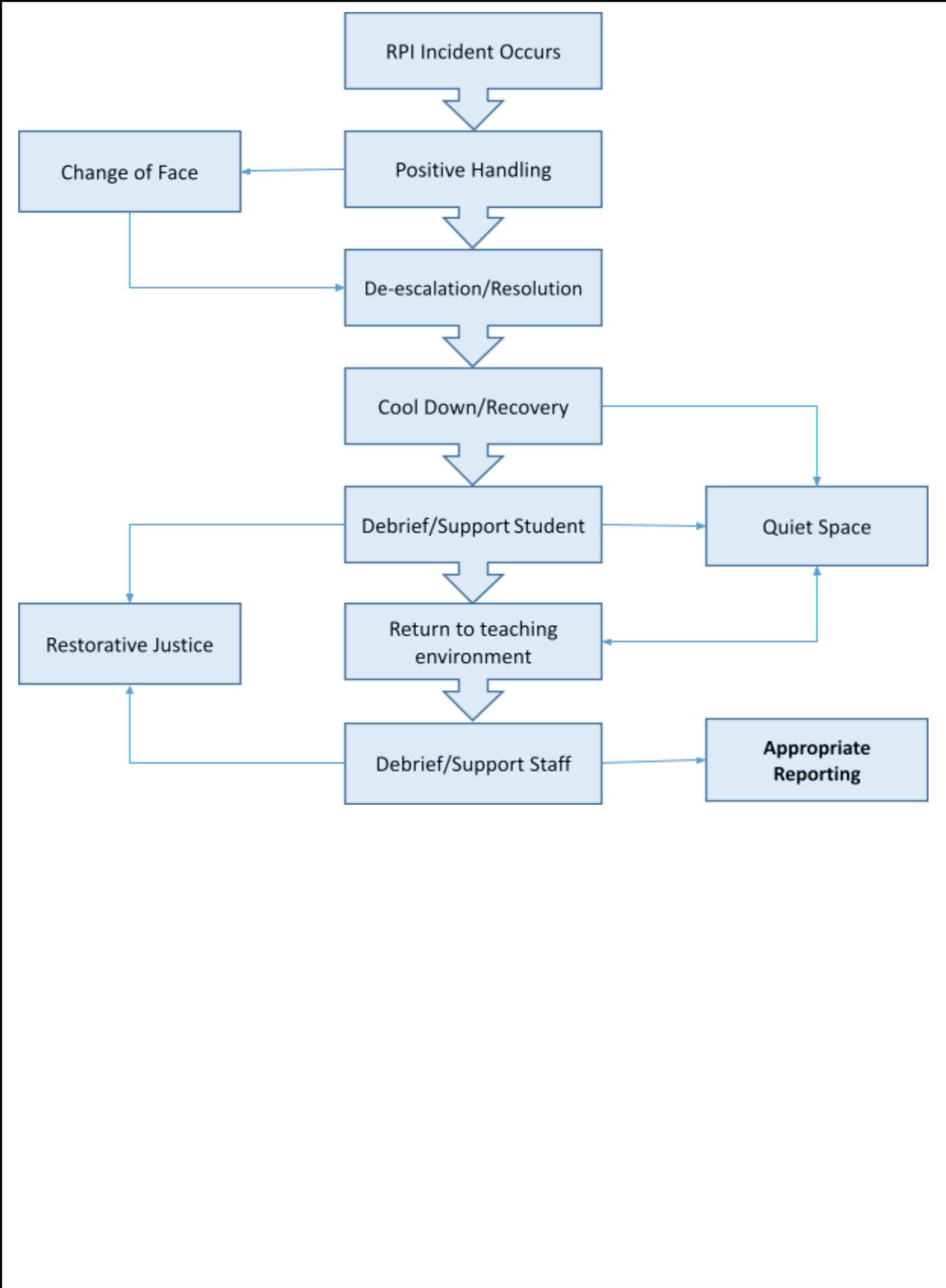
At all times staff should be attempting to deescalate the situation using the strategies they have been given:

- Planned ignoring
- Removing the audience
- Do not negotiate
- Change of face
- Confining the incident to a safe space

There may be times when all these strategies are not successful and either positive handling or physical intervention is required. This only happens when all other de-escalation techniques have been exhausted and a dynamic risk assessment is done, with the outcome that it is riskier to allow the behaviour to continue than to act with physical intervention.

For further information, please refer to our Physical Interventions Policy.

Below is the process that should be adopted for the handling through to recovery and resolution of an incident involving restrictive physical intervention for **ALL** involved – staff and students.



REWARDS AND CONSEQUENCES

At Hardwick House our reward and consequence systems are linked to the chart systems used to promote positive behaviour in the classrooms and are recorded on the number system displayed in each key stage hub (SEE also: Appendix One). The process for reward and consequence is detailed below:

EXPECTED LEVEL

- At end of the week – Receive 5 extra credits
- At end of the week – 1st choice enrichment activities including off site activities

NOT YET AT EXPECTED

- At the end of the day - any outstanding work or 10 minute tasks to be completed, then return to EXPECTED
- At the end of the week - any outstanding work or 10 minute tasks to be completed with a member of SLT, then return to onsite enrichment activity

Rewards

Our positive reward system along with effective consistent classroom management helps promote changes in the behaviour of individuals. It is important that achievement and expected behaviour are rewarded. Apart from regular and specific praise the two main ways of doing this are by using reward charts for good work and recording such things as exceptional effort and improvement in behaviour.

The same format is used across the school to reward positive behaviours and ‘good choices’. This provides consistency for the students as they move through the school.

At Hardwick House, we have adopted a process of reward using credits that are awarded for a multitude of things:

- Remaining on ‘expected’ throughout the week receives 5 extra credits
- Exceptional work rate in lessons
- Producing an outstanding piece of work
- Random acts of kindness

Credits can then be spent on items of their choosing once they have ‘banked’ enough. Alternatively, they can be saved for higher level items or end of term experience visits – this process promotes a wider learning experience simulating the managing and saving of money in the wider world.

Consequences

At Hardwick House, we do not believe in a punitive system of consequences, we believe that we should be promoting positive behaviour rather than disciplining or highlighting negative behaviour. However, it is, at times necessary to demonstrate to individuals the effects of the choices that we make and the actions that we take. We therefore subscribe to a process of restorative justice.

Restorative justice is a process whereby the student forgoes their personal time to give back to the school community or takes part in a process of discussion and relationship building with individuals after a time of conflict. Restorative justice focuses on restoring the balance by being mindful of the needs of all involved.

Another key aspect of this process is the '10 minute task', this is an opportunity for students to work together with staff to repair a situation by giving back to the school environment. It is important to note that these tasks must not be diminutive or demeaning in any way. Tasks should be purposeful and meaningful and may include; care of the school animals, organising of equipment or the creation of a display. Tasks can be of any nature to fit the needs/interests/situation at hand or personal to a member of staff or other student involved and should be used as a vehicle for change - repairing relationships and environments - not as a form of punishment.

PROHIBITED SANCTIONS

Staff should be aware that the following sanctions are prohibited, and should never be used:

- Corporal punishment
- Deprivation of food or drink
- Requiring pupils to wear distinctive or inappropriate clothing
- Withholding communication

e. Monitoring, Evaluating & Reporting Behaviour

It is very important that staff report and record incidents of significantly challenging behaviour with the behaviour and intervention team - especially those where physical intervention has been required because the child themselves or others are in significant danger.

All incidents should be recorded for monitoring under one of the following two categories:

Restrictive Physical Intervention

By law all incidents involving RPI must be recorded in a bound and numbered book and appropriate evidence collected as to the circumstances of the incident. The incident must be reported following the policy for RPI incidents set out above - All staff involved must complete, along with a member of the behaviour team, the electronic record of the incident on the school's MIS, SchoolPod, within 24 hours of the incident occurring. This takes the place of the bound and numbered book. All staff and students involved in an incident of RPI must be given the appropriate opportunity to debrief and recover after an incident. Parents/carers of any student involved must be contacted as soon as is practicably possible.

Challenging Behaviour

Incidents involving seriously challenging behaviour, however, not requiring RPI should be reported to the behaviour and intervention team for recording and monitoring purposes. All staff involved must complete an incident slip on the school's MIS, SchoolPod. The behaviour and intervention team will monitor these incidents as part of the wider school behaviour strategy.

Collating evidence of ongoing low level disruptive behaviours will help the behaviour and intervention team build a picture of an individual student. A record of low level behaviours should be kept in order to spot patterns/triggers/etc. This can then be reviewed and strategies put in place to support the individual.

Consistent recording enables all incidents to be monitored on an on-going basis, and different strategies will be informed by the patterns that are shown. If patterns emerge adaptations should be made to communication or behaviour strategies used and amended plans should be implemented.

Parents, carers and guardians should be kept informed of any continuous or serious problems, and where possible solutions should be worked out in partnership.

f. Personalised Support

1. Tutor team

Each student is assigned to a tutor team who will build meaningful relationships with the students assigned to them and form a major part of that student's education experience. Tutor teams will be responsible for monitoring students' well-being and emotional state and look to implement interventions designed specifically for the individual with the aim of improving the student's self-esteem, confidence and general performance in school. This can involve performing observations of students within their learning environment, meeting and collaborating with other staff, meeting with parents and other invested parties.

2. Counsellor

The school has a counsellor who sees students selected by need, on a 1:1 basis by appointment. If a member of staff, or a parent feels that a student would benefit from seeing the counsellor then the school leadership team should be informed.

3. SALT

Social Communication and perspective taking are important skills for all young people to develop. Social communication sessions are timetabled to take place during the school day and be managed on a group or individual basis. Hardwick House has a Speech and Language Therapist who visits on a fortnightly basis to oversee the delivery of our social communication sessions, and should be assisting in fostering the home/school link to ensure that skills learned in one setting are being transferred to the other.

4. Occupational Therapist

Students who are deemed to have additional sensory or movement needs can be referred to our Occupational Therapist. They will then undergo a series of assessments, including observations, from several people including parents, school staff and our visiting therapist. A programme of support will then be put in place to assist the student in the areas that have been identified.

5. Wellbeing Practitioner

The school has an NHS trained Wellbeing Practitioner who sees students selected by need, on a 1:1 basis. If a member of staff, or a parent feels that a student would benefit from seeing the counsellor then the school leadership team should be informed.

6. Emotional Literacy Support Assistant (ELSA)

An Emotional Literacy Support Assistant is a teaching assistant who has had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work. ELSAs will help children learn to understand their emotions and respect the feelings of those around them. They can provide time and space for pupils to think about their personal circumstances and how they can manage them.

g. Supervision of Students

It is the class teacher's/Lead Mentors responsibility to ensure that arrangements for supervising pupils are satisfactory. This applies always, even if the teacher/Lead Mentor is in a different part of the school to some or all of the class. Overall responsibility for organising the staffing that is available rests with the class teacher/Lead Mentor in collaboration with the Head Teacher who is responsible for timetabling staffing levels.

School business such as making telephone calls, collecting resources etc., should be carried out when the pupils are not present, and teachers/Lead Mentors **should not leave** the class during lesson time. Should this become necessary, e.g. for an urgent telephone call that must be taken, then the teacher must ensure that the class is adequately supervised in their absence.

h. Medical Treatment

Any First Aid given should be recorded on the school's MIS, SchoolPod. Normally treatment will be given by one of the named First Aiders, whose names are printed on the inside of the door in the medical room. If the First Aiders are not present in school, then the most senior person on duty automatically assumes responsibility.

If it is necessary to take pupils to hospital or to the doctor, or if medical personnel are called to school, parents should always be informed: if possible immediately, and before any treatment commences; if this cannot happen, then as soon as possible.

i. Staff Training

No member of staff will be expected to manage pupils' challenging behaviour without appropriate training in the general good practice principles advocated in this behaviour policy and, where appropriate, in any specifically agreed strategies with regard to an individual pupil. Temporary staff, supply staff or volunteers will not be left in a situation where they are compelled to address challenging behaviour without the support and advice of a fully trained, permanent member of staff.

Training will be offered as follows:

- Induction training in the principles set out in this behaviour policy – including all appendices - will be offered to new staff as soon as possible after they join the team (or before, if possible).
- Annual revision of this behaviour policy will include one session of refresher training for all staff.
- Initial Team Teach training as part of induction for all new staff.
- Bi-annual Team Teach refresher training for all staff.
- Termly in-school refresher of Team Teach principles.
- Termly evaluative feedback on recorded incidents across the school will be given to all classroom-based staff, with opportunities for discussion.

4 Monitoring and Evaluating this policy

Monitoring

All staff will:

- Make themselves familiar with the whole school approach to behaviour and any individual approaches for pupils
- Ensure their practice meets that set out in this policy and training

Class teachers/Leads will:

- Ensure the interventions and consequences used for moderate and major behaviour incidents are recorded in the incident book by the end of the day of the occurrence
- Ensure major incidents are also recorded in the bound incident book.
- Monitor the consistency with which class staff carry out support and intervention for pupils
- Seek support when facing difficulties with a pupil.

The **Designated members of staff** who are responsible for maintaining an overview of behaviour across the school will:

- Monitor behaviour weekly to identify any pupils with a high number of repeat occurrences
- Run a monthly PI/serious incident report for the Directors.

Evaluation

Governors and the Senior Leadership Team will:

- Regularly (at least termly) review all behaviour monitoring information, in consultation with the designated member of staff responsible for compiling that information across the school
- Monitor the serious incidents book as alerted and at least weekly
- Evaluate the difference approaches are making in each class and Key Stage
- Update and review the Policy annually.

Engagement in Lesson

Exceeding



Expected



Understimulated



Uncomfortable



Overstimulated



