

# FamilyCare

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## Education

Behaviour Policy

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# Behaviour Policy

Reviewed: December 2022

Date of Next Review: December 2023



## BEHAVIOUR POLICY

### Position Statement

At Rodenhurst we recognize that pupils with Autism and/or Social and Emotional Mental health needs have more difficulty regulating both their emotions and their behaviours. Our whole school approach is geared towards helping our pupils develop the thinking skills they need to communicate and understand the world better. We want pupils to learn from their mistakes and reflect, learning to take responsibility for their actions. We also work very hard to not shame pupils for their behaviours, but we carefully debrief with pupils after incidents. We want to promote safe, happy learning where pupils are supported to gain the skills, they need to become active citizens in the modern world.

In support of the above, Rodenhurst School has developed a whole school therapeutic model, this is '[The Secure base model](#)'. Our school recognises that different pupils have different emotional starting points and that some pupils find it harder than others to conform to socially expected behaviour models. Where students baseline behaviours may breach social norms there will be clear plans, these show how we manage these behaviours to help pupils move towards more socially acceptable behaviours.

The schools' behaviour model is based upon positive reinforcement and avoids punishments although natural consequences do occur. All pupils are supported via an regulation plan which enables us to positively manage any challenging behaviours in a planned and consistent way. The school has the support of a therapist who helps us devise plans which support pupils to manage their behaviours.

### Staff

It is essential that the Staff team at Rodenhurst work hard to model socially acceptable behaviours. Relationships between staff and pupils are key to the school's success. The aim is that pupils are supported to learn from their mistakes, reflect on difficult

behaviour and to develop more socially acceptable models of behaviour.

The staff team will develop an excellent understanding of each individual pupil and of the way pupils interact together, so that potential flashpoints can be anticipated. Where a misunderstanding does escalate, the situation can be managed quickly and fairly to enable pupils to move on from the incident, facilitating restitution if appropriate.



- The weekly staff meeting has a standing agenda of reflecting on any behavioural incidents, agreeing any changes to pupils' regulation plans.
- Daily class staff briefings update staff on pupil issues and strategies to be used.
- Good communication between home and school helps staff predict behaviour that may occur.
- Staff are trained in the Secure base model and are specifically taught that our behaviour model is not one of punitive consequences.

### Parents

Rodenhurst School provides:

- A behaviour management agreement which is signed by parents on admission of each pupil to school.
- A system for keeping parents regularly appraised of pupil progress, including any behaviour-related difficulties. This includes both direct contact with home as well as log sheet records.
- Head of school and the mental health lead have close working relationships with all parents, which enables any emerging difficulties with pupils to be discussed quickly with parents.

### Our practices – we have:

- Regulation plans for each pupil that identifies most likely problematic behaviours; appropriate strategies to support pupils when such behaviours occur; and limit setting strategies and sanctions appropriate to each individual pupil.
- Ground rules for behaviour in school.
- A pupil/school agreement that sets out the culture we are trying to promote at Rodenhurst School, examples of types of behaviour that are unacceptable
- Incidents will be recorded on Behaviour watch; parents will be informed, and incidents discussed at staff meeting so that staff can ensure continuity of approach in management.

- Staff use the behaviour watch system to record behavioural/dysregulation incidents. This allows the management team to spot any patterns and take appropriate action as well as helping to build up a picture of pupil presentation over time.



### Spotlighting pupil success

At Rodenhurst we have strong pupil staff relationships and thus know our pupils well, we do not do whole school reward systems as the evidence base is that these are not that effective for the hardest reach pupils. What we practice at Rodenhurst is personalised praise and feedback. This is delivered in the now with the aim of the celebration of successes.

These will look different for each pupil. Some pupils can only cope with a small 'well done' whilst others will love a certificate and big celebration. The key to our success is that the praise is specific, pupils then realise what they are being praised and rewarded for, hopefully this positive behaviour will be replicated in the future. This kind of reward occurs all the time and is how we foster intrinsic motivation and help guide pupils towards the behaviours we are looking for.

Verbal spotlights will be shared that are specific to individual pupils. Examples might include:

- Overcoming a setback
- Celebrating success in the now
- Inhibiting problematic noises or language
- Thinking of other pupils 'choosing kind'
- Taking him/herself for a calming break

### Limit-setting strategies

At Rodenhurst School, we aim to use our training and our in-depth knowledge of our pupils to distinguish between a behaviour that is being displayed because a pupil is too emotionally dysregulated/too overwhelmed to engage in an activity and a behaviour that is being displayed because the child is being deliberately avoidant/controlling.

Where there is problematic behaviour, we will always initially use collaborative problem solving to empathise with the pupil, state the problem and offer the pupil the opportunity for some reflection time before any sanctions are considered. Swearing and foul language is a prime example. The degree to which the swearing is challenged will depend on the pupil, their emotional state, and the motivation and intention behind the use of foul language.

We use a range of limit setting and behaviour management strategies at Rodenhurst School, including:



- 'Collaborative and proactive solution (Ross Greene) <http://www.livesinthebalance.org>
- Natural consequences, i.e. a child breaks a toy in rage a natural consequence is they no longer have the toy.
- Withdrawal of member of staff from the pupil, a change of face is an important de-escalation tool for pupils especially if a pupil gets angry at their staff member.
- Withdrawal of pupil from peers, this is important if a child is getting it wrong as it helps them maintain friendships.
- Letting the pupil know that it is not acceptable and if it continues, a pupil-specific consequence will be applied
- Where there is physical aggression towards staff and/or extreme destruction of property, the pupil will be informed that the Police will need to be called.
- Reflective practice and review of a behaviour care plan.

### Restitution

Where a social communication breakdown or social misunderstanding has occurred, staff will work with pupils to enable them to understand the other's perspective, facilitating mutual understanding and ensuring that an apology is made where any party has been aggrieved.

### Physical interventions

We start from the premise that staff should work positively and confidently with children and find the least intrusive way possible to support, empower and keep children safe. Rodenhurst works hard to support pupils to manage their behaviours and whenever possible physical intervention is only ever a last resort. Staff are all trained in [Team-Teach](#). Team-Teach is a whole setting, holistic behaviour management response that aims to use de-escalation & behaviour strategies as a standard response to challenging behaviour. However, this is incorporated with restrictive positive handling techniques that are graded & gradual (up or down) as the situation requires. Physical intervention will only ever occur when there is a risk of injury to pupils, staff, or extreme damage.

### Debrief and de-escalation

When physical intervention had occurred, the staff team will ensure they successfully debrief with the pupil explaining the reasons for the intervention. Pupil's views will be sought, and staff will work very hard to rebuild the relationship as we do recognise that physical intervention is a last resort, and it can negatively affect the pupil staff relationship. The debrief approach will be bespoke taking into account that particular pupil's ability to process the incident and will carefully avoid re-escalating the pupil. Parents



and social workers (if relevant) are always informed about physical interventions, a detailed record of any incident is recorded on Behaviour watch.



### Serious incidents

- Where there are any behaviours that cause staff particular concern, a system is in place for engaging appropriate external professionals for assessment and guidance.
- Where there is a serious breach of our school ground rules, staff will work together as a team to decide upon the appropriate consequence and any supportive measures that need to be put in place. The most serious breach (e.g. physical aggression against a pupil or member of staff) may result in a fixed term suspension from school.

In these circumstances, staff will put conflict resolution measures in place to enable pupils to take a different perspective, understand how their outburst may have upset/hurt other pupil/s and - in the interests of natural justice - facilitate an appropriate restitution.

- Serious incidents and any follow up are recorded on Behaviour watch and discussed with parents.

### Suspensions

In cases of dangerous or criminal behaviour more serious consequences will have to be used. This will go together with providing the utmost support to help the student to succeed.

In cases of dangerous or criminal behaviour the police might be called and/or a temporary suspension might be applied.

In cases of consistent non-engagement, disruptive and inappropriate behaviour a temporary suspension might be part of the strategy to help the student reflect on the benefits of his/her placement at Rodenhurst School and give him/her the opportunity to re-engage.

Permanent exclusion will be the last step after all other efforts and support failed. Here the exclusion will be part of a staged process over a length of time (for example):

1. Verbal limit setting by staff member
2. Meeting with Head of school plus one member of teaching staff
3. Temporary exclusion/s
4. Meeting with Head of school and parents/Social Worker
5. Discussion in student welfare meeting with specific support structure agreed
6. Behaviour and support plan devised and implemented
7. If unsuccessful, meeting with Head of school and parents/Social Worker
8. Written warning
9. Permanent exclusion

(This is for illustration purposes only and the order might change according to the individual case)

In serious cases permanent exclusion will be used.

The decision for any exclusion (temporary or permanent), including its length, will be taken by the school's Management Team and will be followed up by a letter to parents and a face-to-face meeting with parents and pupil (if appropriate).

