



# Vale of Evesham School

'a specialist school for cognition and learning - enabling inclusion in the community'



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## Behaviour Management Policy

**Updated:**  
March 17

**Review Date:**  
March 18

**Staff Responsible:** Judith Syvret

## **RATIONALE**

As a School we feel it is important to promote a caring and supportive environment to facilitate learning and to enable all members of the school community to feel secure, respected and therefore promote good behaviour in others.

The development of personal qualities and social skills and the fostering of socially acceptable behaviour are integral aspects of the School Curriculum and therefore demand planning.

## **AIMS**

- to be fair and be seen to be fair
- to encourage respect and understanding for the feelings and wishes of others
- to adopt a consistent approach whilst allowing for individual needs to be met
- to have clear expectations and standards and strategies to ensure they are met
- to provide a stimulating environment which will encourage the achievement of success across the curriculum and in a range of social situations

## **Our School Rules**

- To work hard and let others work.
- To follow Staff Instructions.
- Look after our school and everyone in the school.

We have agreed the 'Bottom Line' for first school and middle/upper actions and identified our responses and next steps (see Appendices 1 & 2).

## **INCENTIVES TO POSITIVE BEHAVIOUR**

Everyone at the Vale of Evesham School has agreed to recognise and highlight good behaviour as it occurs thereby constantly reinforcing appropriate behaviours. We also encourage youngsters to be as responsible for their own behaviour by giving pupils opportunity to discuss their behaviour with adults and their peers and by promoting good role models.

## **Reward Systems**

**First School:** Zone boards for some pupils  
Reward Chart.  
Individual rewards  
Golden Book

### **Middle School and Upper School :**

Good Citizen Book  
Portfolio's of work  
Awards for their achievements are celebrated  
Golden Book  
£5.00 gift voucher for 9 mini certificates collected (upper school)

- good work
- improvements in work
- good behaviour
- improvements in behaviour
- being helpful or considerate
- general effort.

In addition, the following strategies are followed:

- Non-verbal praise - a pat on the back, a smile, a gesture, a thumbs up.
- Verbal praise - this can be a quiet word or a public commendation.
- Display - pupil's work will be presented well in order to establish that we are proud of the efforts taken and the results.
- Marking pupil's work - marking will be in line with the school's marking policy and any comments should be encouraging.
- The Golden Book - pupils are nominated in this book for a variety of successes. The book is opened at Assembly and the nominees rewarded with a special sticker.
- Privileges or Jobs - within each group there is an opportunity for pupils to undertake tasks which they may see as a 'perk'
- Sharing - often pupils will ask to show their good work or sticker etc to another chosen adult or other class. This is encouraged, when appropriate, to promote a desirable amount of reinforcement.

At the Vale of Evesham School good behaviour will always be recognised. Everyone thrives on praise and encouragement.

## **Sanctions**

We are adopting a fair and consistent approach to sanctions. It is not appropriate to sanction the whole group for the misdemeanours of individuals. The following consequences are used if a pupil is not following the school rules.

### **Consequences**

Warning 1  
Warning 2  
Adult Talk  
Warning 3  
Pastoral Support Centre

See 'A Guide to Effective Playground Management' for guide lines on good relationships.

In addition see 'Anti-Bullying Policy' for further information.

### **Praise**

Praise those pupils nearby showing appropriate behaviour in class or in the playground.

### **Verbal**

A reminder of the school rules 1<sup>st</sup>. At this stage it is hoped that this will be in a 1:1 situation, quietly without the rest of the class becoming involved.

### **Removal**

A pupil may be asked to move to another part of the classroom or Pastoral Support Centre. A clear explanation of the behaviour required for their return to their seat or classroom should be offered.

Whilst we recognise that all staff and pupils are responsible for the maintenance of the school rules in school there will be times when individual pupils find the stress of the classroom or playground too difficult and will therefore need a short time away from their group in order to regain control of their behaviour. To help them to do this, and to promote effective learning situations for all of the pupils, a member of staff may feel it is appropriate to allow the individual student to leave the classroom for a short time. If this is necessary, then the student will be given appropriate counselling to help them to become calm and to reflect on what is happening. They may also be able to bring their work and complete their tasks in a quieter, stress free environment. When the student is ready to return, he/she will be reintegrated to the class at the earliest opportunity. A similar strategy will be used for playground problems. Some pupils can be given time out cards to support their individual emotional needs which allows them to go to Pastoral support centre for time to talk.

Pupils should be congratulated as soon as they display the desired behaviour and apologies should always be accepted in order to facilitate a speedy return and a fresh start.

In extreme circumstances staff may have to employ approved positive physical intervention (RRP - see RRP policy).

## **MEETING THE NEEDS OF PUPILS WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES (SEMH)**

Given that all colleagues are working with pupils who have known educational learning difficulties, it is important also that consideration is given to any emotional and/or behavioural difficulties and the need to address their associated demands.

### **Risk Assessment**

All pupils with challenging behaviour should have a risk assessment (see Health and Safety Policy).

The term social, emotional and behavioural difficulty can include:

- withdrawn, isolated behaviour
- school attendance problems
- aggression such as hitting, spitting, scratching, kicking or making threats
- attention seeking such as interrupting, calling out or wandering around the classroom
- poor concentration
- severe anxiety, phobias and fears
- problems with social relationships
- disruption of class and/or other activities such as trying to get all of the teacher's attention for the whole lesson, throwing things, talking to other children and stopping them from participating
- behaviour leading to self injury
- challenges to authority such as being rude or cheeky to adults, refusing to do work or to behave in acceptable ways, refusing to comply with staff requests
- bizarre behaviour
- unhappiness and depression.

Working with parents there are a wide range of different approaches and strategies which Teachers and Child Care Officers can use to help a child with social, emotional and behavioural difficulties. These include:

- giving the child extra time and attention
- talking to the child to investigate the problems
- giving child extra responsibilities
- introducing a home-school book
- altered arrangements for supervision outside structured sessions
- regular opportunities for child to discuss progress with a specified adult
- curriculum differentiation
- regular review meetings with parents.

## **Educational Visits**

Loss of entitlement to curriculum education visits should not be used as a sanction. However, prior to any educational visit a risk assessment should be undertaken (see class educational visits folder).

If a pupil continues to display unco-operative behaviour, the teacher/Care Officer/Support Assistant should refer to the School Rules and the Bottom Line. Together, they will decide on an appropriate consequence.

If the pupil is referred to the Pastoral Support Centre frequently, then an Individual Behaviour Management Plan (IBMP/RRP) will be drawn up by the class teacher in consultation with the Pastoral Support Manager. This plan will be shared with parents as soon as possible. The Pastoral Support Manager will keep a list of all pupils with IBMP/RRP. The IBMP/RRP is part of the IEP and should be kept with the IEP on the server. The Pastoral Support Manager will keep a copy of all IBMP/RRP's. Through this process, individual needs can be met and appropriate strategies formulated. See Appendix 5 for pro forma for IBMP/RRP.

## **PROMOTING POSITIVE BEHAVIOUR FOR PUPILS WITH AUTISM**

It is our intention to encourage pupils with autism to build up coping strategies, which will help them to manage their own behaviour successfully.

Initially, it may be that structures will need to be identified which will contribute to this process and provide a firm base up on which personal strategies can be built.

The structure of the TEACCH approach, that is used in classrooms and in the residential area in itself helps to reduce behaviour difficulties in our pupils. In line with the TEACCH philosophy, we believe that the prevention of behaviour difficulties is preferable to the management of them once they have begun. However, pupils at times still exhibit challenging behaviours. Once they have occurred, our staff will go over the principles of the TEACCH approach and take the following steps.

- 1 Look at the deficits of autism which may be causing the behaviour, eg.
  - (a) If the behaviour is aggression, the underlying deficits could be poor social judgement, lack of awareness of feelings, sensory misconception, frustration over communication or difficulty understanding how to interact appropriately.
  - (b) If the behaviour relates to poor play skills, ie can't play, breaks toys, the underlying deficit could be a lack of symbolic play, inability to organise own time, does not understand the concept of rules, inadequate structures or prefers repetitive activities.
- 2 Restructure the activity when a first structure has failed. Inappropriate behaviour may be as a direct result of a pupil not understanding a task or of finding it too difficult.

- 3 With more intransigent problems however, staff will use a problem solving approach.
- (a) What is the problem behaviour? - a clear description of what the pupil does, no reason or description. Discuss and agree definition with those who work with pupils.
  - (b) What is the history of the behaviour? When did it start? It is getting worse or better? Have circumstances changed? eg pupil getting bigger/stronger?
  - (c) How important is the need to change the behaviour? Is it interfering with pupil's learning or learning of others? Is it dangerous?
  - (d) How often is it happening? When, where, and in what context?
  - (e) Why is it happening? Look for reasons behind the behaviour - does pupil understand the task, does he/she hate waiting for a bus? What is confusing for the pupil?
  - (f) What is the developmental level of the pupil? What can he/she do/can't do? Does the pupil understand the change in routine?

There must always be an emphasis on identifying a reward which will provide motivation for the pupil and give positive reinforcement for acceptable behaviour. Managing behaviour is a central issue in autism and teaching ways in which pupils can develop their own behaviour is the challenge for staff. Withdrawn and isolated behaviours as well as aggression should also be viewed as impairing learning.

Our approach to the management of all challenging behaviours is always to look at the autistic way of thinking and then to find positive ways of developing coping strategies to encourage acceptable behaviour. An understanding of the perspective of the pupil with autism is essential for successful behaviour management and is our starting point.

Having identified the need to develop acceptable behaviour, an individual behaviour management plan is written to address the needs of the pupil. All adults who work with the pupil, including parents are involved in the structuring of the plan to ensure consistency of approach. The plan is then agreed and implemented by all staff to encourage acceptable behaviour.

## **RECORDING**

All serious behaviour incidents, including RRP, should be recorded on SLEUTH behaviour Tracking system. The data base will be monitored by Pastoral Support Centre staff. Any RRP will be cross referenced to the pupils IBMP/RRP. If the holds used are NOT listed on the IBMP/RRP, a county form should be completed and returned to the Headteacher. All serious incidents will be recorded in the Bound & Numbered book which is kept in the Pastoral Support Centre. RRP data will be monitored every term by a nominated Governor, Pastoral Support Manager and Head Teacher.



## **List of Appendices**

- 1. Bottom Line First School**
- 2. Bottom Line Middle/Upper School**
- 3. Residential Provision**
- 4. Prohibited Measures**
- 5. Individual Behaviour Management/Restraint Reduction Plan**

# THE BOTTOM LINE

ACTION	IMMEDIATE RESPONSE	NEXT STEP
Hurting People	Verbal cue Praise/ reinforcement of other children's behaviour Removal from situation, either within the class or outside.	Parking PSC Talk with SMT Contact home (if behaviour not covered in IBMP) Reinforcement of class behaviour system eg Zone board
Damage to Property	Verbal Cue Praise/reinforcement of other children's behaviour Removal from the situation if disrupting learning of others Reinforcement of class behaviour system eg Zone board	If minor damage may be no further action If more serious damage Parking PSC Talk SMT Contact home parents asked to pay %
Disruptive behaviour – disrupting the learning of others	Constructive ignoring Praise/reinforcement of other children's behaviour Verbal warning (early years 1 KS 1 & 2 or 2 warnings Removal from situation, either within the class or outside. Reinforcement of class behaviour system eg Zone board Parking	Parking PSC Talk SMT Reparation/completion of task (time limited) Contact Parent/carers if behaviour is un-characteristic or escalating
Inappropriate Language	Verbal Cue Praise/reinforcement of other children's behaviour Remove from the situation if disrupting the learning of others Reinforcement of class behaviour system eg Zone board Reinforcement of class behaviour system eg Zone board	Parking PSC Talk SMT Reparation - if appropriate

# THE BOTTOM LINE

ACTION	IMMEDIATE RESPONSE	NEXT STEP
Hurting Pupils and Staff	Removal from incident Pastoral Support Centre Phone Call home by Class Teacher	Internal Exclusion 2 - 5 lessons Repeated offences exclusion from class/ Fixed Term Exclusion Report on Sleuth Meeting with Parents
Swearing , name calling. Speaking rudely to staff and pupils.	Removal from class Parking/PSC	Miss Break/Lunch / Choose Phone call home by Class Teacher Report on Sleuth
Trying / Damage to Property	Contact Deputy Head PSC	Internal exclusion 2 - 5 lessons Letter to Parent/Carer to pay percentage of damage Repeated offences Contact Head Teacher Report on Sleuth
Threatening Staff / Pupils	Parking Pastoral Support Centre	Internal exclusion 2 - 5 lessons Report on Sleuth Copy of report sent home
Persistent Disruption	Use class behaviour system Parking PSC	Report on Sleuth Repeated offences internal exclusion 2 - 5 lessons Contact Deputy Head
Total Non- Compliance	SM to be contacted take to Pastoral Support Centre	Pastoral Support Centre Until recovered behaviour.
Disruption in Pastoral Support Centre	SMT to be contacted Report to head of department Report to SMT	Report on Sleuth. Contact Parent/Carer Copy of report to all parties
Bullying/ Racist Abuse	Immediate segregation and separation into PSC Contact Parent/Carer Report on Sleuth	Pastoral Support Centre Repeated offences Contact Deputy Head Report Sent Home
Leaving School Premises	Pastoral Support Centre Phone call home to inform Parents Follow school procedure	Return to lessons ASAP Loss of Choice Report on Sleuth
Inappropriate Behaviour	Talk with class Teacher Parking PSC for repeated offences	2-5 lessons in PSC Report on sleuth Repeated offences Internal exclusion Phone Call/Letter home Contact Deputy Head Report on Sleuth
Inappropriate use of Computer /Lap Tops	Banned for 2 - 3 days Talk with class teacher If residential Pupil inform Care Officer's	Repeated offences ban increases with each offence Refer to Deputy/ Head Teacher Contact Parent /Carer Report on Sleuth



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## Appendix 3

### Residential provision

As within day school, the development of personal qualities and social skills of the pupils, and the fostering of socially acceptable behaviour are integral aspects of the residential provision.

The weekly residential provision is intended to provide for pupils who would benefit from consistent approaches across twenty four hours of the day. For many pupils the structure of the educational setting carries through into the residential provision, ensuring a trans-disciplinary approach. The relationship between the day school and the residential provision is one of entity where all colleagues work to the same structures, systems, philosophy and ethos, thus providing a singular and compatible approach throughout the extended day.

This is achieved through regular, consistent and open communication between the residential staff and day school staff. Expectations of behaviour are also clear and defined. An important part of achieving this is by providing a stimulating environment which will encourage the achievement of success across the 24 hours and in a range of social situations, and by staff promoting a caring and supportive environment in which everybody is respected and valued.

As within the day school there is a clear system of positive incentives for good behaviour and a fair consistent approach to sanctions should they be needed.

Positives incentives for good behaviour can include.

- 1 Giving praise, either verbal or non-verbal.
- 2 Giving a privilege or reward (including responsibilities).
- 3 Giving positive feedback to the Head of Care/Deputy Headteacher/Headteacher.
- 4 Giving positive feedback to Parents/carers/Classroom staff.
- 5 Putting pupil names in the 'Golden Book'.

The following sanctions can be used if a pupil is not following the school rules or is showing uncooperative behaviour.

- 1 Given a verbal reminder.
- 2 Given a verbal warning.
- 3 Have a consequence put in place for the behaviour shown.
- 4 Inform the Head of Care/Deputy Headteacher/Headteacher.
- 5 Inform Parents/carers/Classroom Staff.

Each suite within the provision has written its own guidelines and rules for expected behaviour within the suite and what the pupils would like to achieve. These are written by and for the young people there, and are displayed so that all the students can see them.

## PROHIBITED MEASURES

Whilst the School's **Policy** and **philosophy** promotes positive behaviour management techniques, staff should be aware of the following **PROHIBITED PUNISHMENTS** and understand that disciplinary action will be taken against any staff member using any such practice.

### PROHIBITED MEASURES AND GUIDANCE

#### **Corporal Punishment** (Regulation 8 (2) (a))

The use of corporal punishment is not permitted. This includes any intentional application of force as punishment including slapping, throwing missiles, rough handling, punching or pushing even in the heat of the moment. It does not prevent a person taking necessary physical action where any other action would be likely to fail to avert immediate danger or personal injury to the young person or another person. The use of **holding** is not excluded.

#### **Deprivation of Food and Drink** (Regulation 8 (2) (6))

On no account should staff ever use the deprivation of food as a disciplinary technique. Deprivation of food and drink should be taken to include the denial of access to the amounts and range of food and drink normally available within the community. It **does not include** instances where specific food or drinks have to be withheld on medical advice. Equally, it would be unacceptable to force a youngster to eat or drink foods which are disliked. It would be appropriate to encourage a young person to try a wide range of foods. Within these bounds, individual staff must be given responsibility to manage immediate response.

#### **Restriction or Refusal of Visits/Communication** (Regulations 8 (2) □ & (3) (d))

The value for **most** pupils of maintaining contact with their families and friends cannot be over stated. The restriction or refusal of contact as a punishment is not permitted. However, some planned restrictions may have to be placed on contact with certain individuals for the protection and well-being of the young person. Such restrictions should be recorded in the young person's personal records.

#### **Requiring a Pupil to Wear Distinctive or Inappropriate Clothing** (Regulation 8 (2) (d))

Requiring pupils to wear distinctive or inappropriate clothing (including badges) as a disciplinary measure is prohibited. This includes clothes which are inappropriate for the time of day and/or the activity being undertaken - this applies to footwear and hair styles.

The wearing of School Uniform or appropriate sports kit is, of course, not excluded and it is recognised that this can help to promote a positive self-image and allegiance to the School.

## **The Use or the Withholding of Medication or Medical or Dental Treatment** (Regulation 8 (2) (e))

This is totally forbidden in all circumstances, whether as a disciplinary measure or otherwise to control the pupil.

## **The Use of Accommodation to Physically Restrict the Liberty of Any Pupil**

In principle, this is prohibited as a form of discipline or management. Locking external doors and windows at night time, in line with domestic security is not excluded.

Advice - where a pupil indicates their intention to leave the premises any member of staff may attempt to block their passage - with physical presence and use of verbal negotiation to retain the pupil.

Where this procedure fails to be effective, the pupil must be allowed to exit the premises and a senior member of staff informed immediately.

**NB** This procedure must never be used with identified - vulnerable - pupils.

However, young people and those with learning disabilities may need planned restrictions where they would otherwise be at significant risk. The placement plan will stipulate the degree of free access afforded to each individual and will be negotiated and agreed with parents, social workers and the School's management team on admission and subjected to annual review or more regularly when required.

**NB Refusal of permission to go out (eg 'gating') is not forbidden** - short of measures which would constitute restriction of liberty.

## **Intentional Deprivation of Sleep** (Regulation 8 (2) (f))

- Is forbidden in any circumstances. Deprivation of sleep could cause grave psychological damage and could also seriously affect the physical and mental health of the young person.

## **Imposition of Fines**

Fines imposed by Courts of Law must, of course, be paid. It is not, however, appropriate to impose such sanctions in the boarding school.

In cases of wilful damage or misappropriation of goods or money belonging to others, it would be perfectly proper to expect the perpetrator to pay for or make a contribution towards the costs of repairs or replacement. Any such action must be approved by a member of the senior management, and agreed with the parents. Withholding part of pocket money for misdemeanours is inappropriate.

## **Intimate Physical Searches (Regulation 8 (2) (h))**

Intimate physical searches of pupils is totally unacceptable.

Occasionally, and, not as a punishment, a search of pupils' clothing or possessions may be necessary - eg weapons, any item that might endanger the young person or others - including flammable items, materials. If it is suspected that a young person has secreted drugs on his/her person, then the police should be notified.

### **References:**

<b>DfEE</b>	<b>Circ 10/98</b>
<b>Children's Homes Regulations</b>	<b>1991</b>
<b>Children Act</b>	<b>1989</b>
<b>Guidance and Regulations (Vol.4 - Residential Care)</b>	
<b>Guidance on Permissible Forms of Control</b>	<b>(1993) DoH</b>
<b>Everyday Physical Restraint (Learning Disability)</b>	
<b>Mental Health Foundation, 'Legal Issues'</b>	



**APPENDIX 5**

**Individual Behaviour Management Plan/Restraint Reduction Plan**

Name	Date	Review	End	Monitoring

Types of inappropriate or challenging behaviour	Risk Low Medium High	Target	Techniques for dealing with these behaviours including pastoral support
	Low Medium High		
	Low Medium High		
	Low Medium High		
	Low Medium High		
	Low Medium High		

## De-escalation Strategies

Describe any strategies that have worked in the past or ones that should be avoided.

Strategy	Try	Avoid
Verbal advice and support		
Firm clear directions		
Negotiation		
Limited choices		
Distraction		
Diversion		
Reassurance		
Planned ignoring		
Contingent touch		
C.A.L.M. talking/stance		
Take up time		
Withdrawal offered		
Withdrawal directed		
Change of face		
Reminders of consequences		
Humour		
Success reminders		
Others		

## Positive Physical Intervention Strategies

Strategy	Try	Avoid
Cradle hug		
Standing wrap		
Sitting wrap		
Standing double elbow		
Half shield		
Sitting double elbow (single person)		
Standing single elbow (two person)		
Sitting single elbow (two person)		
Figure of four (two person)		
Other: small child escort		

**Recording and Notifications required:**

- All incidents to be recorded on SLEUTH by member of staff involved.

Name and role of staff involved with pupil	

Pupil Views

Parental Views

Parent/carer signature