

John Watson School

Behaviour Policy

Signed by *Sarah Simmonds*

Sarah Simmonds, Chair of Governors.

Date: February 2020

This policy will be reviewed as per the review schedule set by the Governing body

John Watson School Behaviour Policy

We view education as a joint endeavour at John Watson School (JWS), as depicted by our logo with the hands representing:

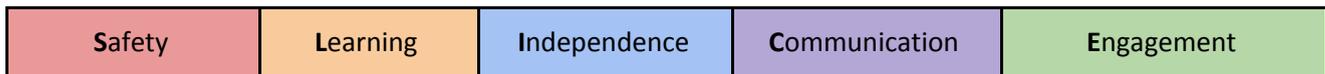
- The learner
- The parents/family/carers
- The school/professionals

The learning journey at JWS begins with the three partners, stated above, meeting at the EHCP review (between April and May yearly) to discuss and plan for each individual's needs and aspirations and to agree the updated individual learning plan.

Our **INTENT** for all learners is as follows:

For every pupil to be **safe** and actively involved in **learning**, in order to develop **independence**, through **communication** and **engagement**, enabling them to thrive in today's society and fully participate in the local communities in which they live.

Our Intentions for our learners and our Individual approach is implemented through our Core Principles **SLICE** which underpin everything we do at John Watson School:



Rationale

At John Watson School we seek to create an environment which encourages and reinforces appropriate behaviour both in social and learning situations. We use a combination of strategies to support learners, including *The Family Links Nurturing Programme* and *Team Teach* to ensure that we achieve this aim. We adapt the use of strategies from these programmes to provide a personal response to each individual's needs.

Aims

To promote positive attitudes to learning and life, including honesty, tolerance, justice, resilience, courtesy, perseverance and respect for others, regardless of their religious belief, race, culture, gender, abilities or family background

- To promote and maintain an ethos in which all pupils according to their ability...
 - develop self-respect and a sense of personal worth
 - understand that their behaviour is their own responsibility
 - reflect how their own behaviour helps support the understanding of others' feelings
 - respond appropriately to the behaviour of others and view this as their collective responsibility
 - develop respect for their own property and that of others, taking pride in the school
- To create an environment where exemplary behaviour is at the heart of progressive learning
- To ensure that all staff understand that all behaviours are a form of communication
- To set clear and consistent expectations of behaviour throughout the school
- To promote community cohesion through positive relationships
- To establish strategies to support children and young people who find it difficult to engage in learning opportunities or to behave appropriately

The ultimate aim is for children and young people to learn to manage their own behaviour to the best of their ability.

School Leadership

The Senior Leadership team is responsible for Behaviour and Safety across John Watson School. They model the Family Links (Nurturing Programme) and Team Teach principles.

The headteacher is responsible for Team Teach. They support staff and children and young people in managing their behaviour through coordinating training; debriefing staff when needed; monitoring incidents and the use and secure storage of the bound books for each site.

School leaders also monitor and improve behaviours for learning through direct teaching, learning walks and lesson observations. The quality of Individual Learning Plans is carefully monitored as they are key to ensuring good behaviour for learning.

The Curriculum and Learning

Creative, engaging and differentiated lessons and learning opportunities focus children and young people's attention on their learning. Providing appropriate learning environments enhances children and young people's moods and enhances learning experiences. Successful planning and delivery of learning opportunities support children and young people in developing appropriate behaviours for learning. Positive feedback on learning and behaviour helps to make children and young people feel valued and understand that learning new things can motivate you to try more. EYFS ensure that their curriculum links to Characteristics of Effective Learning.

Behaviour strategies and the development of good behaviour for learning

The learning environment must ensure the children and young people feel secure and at ease. The needs may be different for individual learners and this is reflected within the different classrooms, or areas of classrooms across both schools. Having a sound knowledge of each individual is essential so teachers can adapt their environment to meet individual needs.

Praise and Behaviour for Learning

Praise is an excellent tool in encouraging and motivating children and young people to participate in activities and to try new things. It communicates to children and young people those attitudes that we would like to see in their social and learning skills and every time we praise something, we reinforce this message to children and young people. *'What we pay attention to is what we get more of'*.

It is essential to give praise for the strategies that the student uses to approach a learning activity e.g. *'well done for trying your best to ...'*. This type of praise encourages children and young people to try hard and build upon their learning skills.

Children and young people develop a greater resilience when they are praised for their effort and cope better with situations of failure as their attitude will become one of *'I can't do it YET, so I will try again'*. (Dweck 2006 *Mindset: The new psychology of success*).

Precision feedback is one of the most important tools in the teacher's tool kit. Teachers must avoid gender stereotyping and discourage staff from saying 'Good Boy!' or 'Good Girl!' Positive praise (reinforcement) is effective when it is both deserved and informative. Attention is likely to be held through active engagement and activities that are *intrinsically* motivating. As the learner progresses they experience a deep sense of satisfaction in their achievements. Consequently, *extrinsic* rewards are used sparingly to encourage a learner to stay on task, as they have limited impact once withdrawn.

Managing feelings and how this impacts upon behaviour

All classes follow the Nurturing Programme (Family Links) to support children and young people in understanding their boundaries, how to manage their feelings and how to put things right when they have gone wrong. As children and

young people move up through the school, many begin to develop some skills in managing their own behaviour. There is less emphasis on using the Nurturing Programme as a teaching tool, strategies learned are used by children and young people and staff to reinforce appropriate behaviours. In conjunction with this, de-escalation and defusion strategies from Team Teach are used throughout both schools.

Strategies used to support children and young people include:

- Planned ignoring
- Praise of other children nearby
- Showing displeasure through a glance, gesture or expression
- Defusing the situation by humour or affection
- Suggesting a move of place
- Providing subtle support from an adult
- Remind children of rules/expected behaviour
- Changing the pace or activity
- Give choices and consequences
- Suggest voluntary class-based time out
- Impose class-based time out
- If appropriate, reminding children on strategies to be used when finding it hard to cope

Our responses provide a **consistent approach** Children and young people know that there will be consequences for negative behaviours explanations and discussion are used to move the student on from the incident. Staff are mindful of 'trigger' times for individuals e.g. transition times in the day; lunch times etc. and support children and young people with coping strategies at these times e.g. giving advanced warning of the end of an activity Most instances of negative behaviour are relatively minor and can be adequately dealt with through the strategies listed above.

Where anti-social, disruptive or aggressive behaviour is frequent, these strategies may be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or PCAMHS/ LDCAMHS / CAMHS may be necessary.

If pupils do not respond positively to early interventions then a more formal process is followed.

The levels of sanction set out below will apply, discretion will be shown at each level. Sanctions given will be delivered in a manner that is appropriate to each individual

Interventions- de-escalation strategies

1. **Team Teach de-escalation strategies see Appendix A.**
2. A reminder of rules/good and bad choices/ praising other students
3. [Sensory strategies in JWS](#)
4. Missing a longer period of 'time in'/ Senior leader to speak with individual/ Parents informed
5. Internal exclusion with a member of staff in a safe space/ Senior leader, Headteacher and parents informed
6. Fixed-term exclusion, for a period of 3-5 days, during which school leaders revise all Risk Assessments including Individual Behaviour Risk Assessments (**see Appendix B**) and procedures in place for the individual student to ensure they and others are safe upon their return
7. In extreme circumstances, the possibility of fixed-term exclusion

'Time Out to calm down' (Family Links) ...

- Following the principles and advice guidance given in [Family Links Nurturing programme](#)
- Teacher speaks with pupil away from other pupils
- Boundaries are re-set
- Pupil is asked to reflect on their next action. They are reminded of their previous good

conduct/attitude/learning as a model for the desired behaviour

- Pupil is given another opportunity to re-engage with learning
- Praise for positive behaviour is given at the earliest opportunity

Staff development and support

All staff on a permanent contract receive Team Teach training and have access to Nurturing Programme resources in their class. Staff with responsibilities for behaviour are available to support staff with queries or concerns they might have regarding specific children and young people or situations.

During Individual Class Team meetings, teaching and TAs can discuss behaviour strategies and make contributions to PHPs and Behaviour Risk assessments.

Positive Handling Plans (PHP)

Individual risk reduction plans resulting from a risk assessment, should include a description of the nature of the risk along with preferred risk reduction strategies (including non-physical, those involving touch and, where absolutely necessary, more restrictive restraints).

Behaviour Risk Assessments

Students with a PHP has a Behaviour Risk assessment in order to best support the individual student. Known risks are highlighted to ensure that staff all use a uniformed approach when supporting student behaviour.

Seclusion

The use of seclusion only takes place in unusual and extreme circumstances, when there is a risk of harm to the child other children and or staff. Seclusion incidents are followed up with a debrief from a member of SLT and appropriate action taken to reduce the risk of further occurrences.

Pupil support systems

Pupils are encouraged to talk to an adult about how they are feeling and to talk through an incident which has occurred. Pupils are always reminded to 'Tell an Adult' if they see something happening that they don't like. As children and young people become more secure in developing coping strategies, they can remove themselves to a quiet part of the classroom/building until they have calmed down. A member of staff will check on them to make sure they are ok and support them in rejoining the class.

Liaison with parents/carers and other agencies

- EHCPs are reviewed annually with parents and carers
- Individual Learning Plans include an SEMH section and these are share with parents/carers
- We make half termly phone calls to parents/carers
- 2 Parents' evenings a year, Positive Handling Plans are shared with parents/carers
- Enhanced communication programs with parents/carers to support particularly vulnerable students
- Senior Leaders meet with parents as required to discuss specific behaviour challenges
- Annual meetings between parents/carers with the paediatrician
- The School Nurse can make referrals to LDCAMHS /CAMHS for young people whom staff and parents feel may need additional support in managing their behaviour

Managing pupil transition

- Transitions are skillfully managed by teachers and the leadership team, and planned on an individual student basis to ensure that transition does not add to the students level of anxiety
- Teachers use PPA time to observe their future children and young people in their current class to see how they behave and work in a secure, familiar setting
- A member of staff may observe a child joining from another school

- Teachers are given meeting time to hand over information on their current class children and young people to their future teachers

Anti-Bullying and Harassment

In order to maintain an environment in which all members of the community can learn safely and securely, please read the additional important statement below:

Neither Bullying nor any form of Harassment will be tolerated at JWS/WNS

The following section sets out the JWS/WNS approach to addressing the serious issue of bullying and harassment

Please see our separate Anti-Bullying and Harassment policy for more details about our proactive approach to dealing effectively with this matter.

At JWS we will

- ensure that the school complies with its legal responsibility to have an active Anti-Bullying policy in place which is authorised by the Governing Body and reviewed annually
- raise awareness of the issue of bullying in the school and ensure that the school policy on bullying is made known to all school staff, pupils, parents and governors
- ensure that the intentions laid out in the Anti-Bullying policy are known and consistently implemented by all adults working in the school
- ensure that all incidents of bullying are dealt with fairly and consistently by all staff, ensuring that all school staff have the opportunity to receive training, guidance and advice on appropriate methods for dealing with incidents of bullying and harassment
- ensure that there is sufficient and suitable curriculum coverage of the issues around bullying and harassment, through PSHE and the use of the Protective Behaviours strategy
- ensure support for all pupils who are involved in incidents and their families, keeping parents or carers informed of the school's response
- monitor incidents and be fully informed about the incidence of bullying in school, especially in the case of patterns of bullying or where parents or pupils have shared concerns with school
- inform governors on the general situation with regard to bullying and to inform them of serious incidents or the effectiveness of any measures being taken to combat them;
- ensure an ethos in school where pupils feel safe and confident that if they tell an adult about an incident, it will be dealt with and not ignored or thought of as telling tales
- keep parents/carers informed of incidents of bullying and how they have been dealt with
- consult with parents, governors, staff and pupils on the school policy and its effectiveness
- use display materials to create an environment that reinforces an anti-bullying atmosphere
- plan whole school events (assemblies, performances, school visits) to regularly revisit the themes of celebrating diversity and respect for each other to support the intentions of the anti-bullying policy
- make clear the systems for playtime and other higher risk areas, This will also include the use of individual risk assessments for pupils, which will identify those who are known to show bullying behaviours
- use the school council and other children's meetings where pupils can discuss problems that they feel affect them, allowing them to share in discussion and decision-making about appropriate responses to bullying
- ensure staff complete incident records and where appropriate incident sheets, in order to monitor, inform others and record issues of bullying

Please refer to Anti-Bullying and Harassment Policy for more information

Link Policies and Documents: Department for Education: 'Behaviour and Discipline in Schools' January 2016 regarding guidance for

- Discipline in Schools - teachers' powers

- Pupils' conduct outside the school gates - teachers' powers
- confiscation of inappropriate items
- power to use reasonable force
- legislative links
- Behaviour and Discipline in Schools
- Linked School Policies and Documents
 - Anti - bullying policy
 - PSHCE Policy
 - Safeguarding and Child Protection Policy
 - OASSH draft guidance for Restrictive Physical Interventions
 - Positive Handling Policy - (will be hyperlinked when on website)
 - Positive Handling plans
 - Individual pupil risk assessments
 - [Promoting Positive Behaviour ABC record](#) (Appendix D)

Appendix A



John Watson School Positive Handling Plan (PHP)

Name:	Age:	Class:
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Date written:	To be reviewed: (or whenever there is a change in behaviour)
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Introduction to Pupil

Environments and Triggers

Risk assessment and likelihood (H, M, L)

Slap		Punch		Bite		Pinch		Clothing grab	
Spit		Kick		Hair grab		Neck grab		Body holds	
Arm grab		Weapons		Missiles		Head butt		Absconding	

Topography of behaviour (what the behaviour looks like)

Prevention and De-escalation

Prevention strategies - Changes to routines, activity, personnel or environment which might reduce the risk of this happen.

Diversions and distractions - Interests, words, objects etc which may divert attention from an escalating crisis

Praise points/strengths

De-escalation - Strategies which have worked in the past (Y) and those which should be avoided (N)

Verbal advice and support		Firm, clear directions		Negotiation		Limited choices	
Distraction		Diversion		Reassurance		Planned ignoring	
Contingent Touch		C.A.L.M talking/stance		Take-upTime		Withdrawal Offered	
Withdrawal Directed		Change Adult		Consequence reminders		Humour	
Success Reminders							

Other de-escalation strategies to try

Physical Intervention

Medical conditions that should be taken into consideration before physically intervening

Physical intervention and staff authorised

Intervention	When would this be used	Staff trained and authorised

Points to note if Physical Intervention necessary

Post Incident Support - Listen, Link Learn format used, when pupil feedback should happen

Recording and notifications required and how

Person	Informed by:	How
Parents/Guardians	Teacher	Diary or phone call depending on the nature of incident
Headteacher	Teacher	email
Team-Teach coordinator	Teacher if above caring c	email

Signatures

Name	Position	Signature	Date

Parents/Carers	Print Name:	Signature/s:	Date:
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Appendix B



John Watson School - Behaviour Risk Assessment

Name:	Age:	Class:	Date Written:
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Behaviours that cause a hazard

Who might be harmed and how?	Estimated Risk level
What measures are in place to reduce the risk?	Estimated Risk Level Now

What further action is needed to reduce the risk? (State actions)	Dates
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Relevant employees who need to be informed of this risk assessment (employees to sign when they have read).

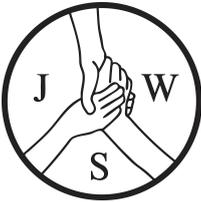
Staff Member	Signature	Date

<p>Monitoring Arrangements</p> <p>Review Date/Frequency-</p>

<p>Name of Assessor:</p> <p>Job Title:</p> <p>Date of Assessment:</p>
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<p>Signed:</p> <p>(Manager/Head of Establishment/Setting)</p> <p>Name</p> <p>Date</p>
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Appendix C



Steps for giving Time Out.....Time to calm down

Beforehand;

1. Explain the idea of Time Out clearly to the children (at Circle time)
2. Discuss what behaviour will warrant Time Out (Class rules)
3. Pick a Time Out place

When a rule has been broken;

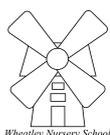
1. Give a clear warning – a reminder of the rule and another chance
2. If the rule is broken again tell the child to go to the Time Out place
3. Ignore all comments, promises, arguing, pleading
4. Remind the child that Time Out starts only when he/she is sitting quietly (Keep asking are you ready to do Time out but wait until they are quiet)
5. When the child is ready start the timer (do not talk to child while they are doing Time Out)
6. When Time Out is finished praise the child for taking it well (without any reference to previous poor behaviour) encourage them to rejoin the group.

Later (when you are calm and depending on the child)

Ask the child how she/he was feeling just before making the choice that led to Time Out

Ask the child to suggest what he/she could do differently if the same situation comes up again

Appendix D



Promoting Positive Behaviour



Antecedent Behaviour Consequence record

Day & Time	What did (Name) do?	A What provoked it? What happened before?	B Where did it happen?	C What did you do?	C What happened as a result?

How to use the information gathered from your ABC Chart:

Day and Time

Does the unwanted behaviour happen at the same time each day? (Could the child be hungry, thirsty, tired, bored?)

Does the unwanted behaviour happen on the same day each week?

What did the child do?

Is it always the same unwanted behaviour? (pushing, biting, arguing etc.)

What provoked it; What happened before?

Is there a pattern emerging to show what made the child behave in this way?

Is there a problem in sharing, change of activities, not knowing boundaries?

When and where did it happen?

Does the unwanted behaviour happen more often during structured activities, free play or tidy-up time?

Does it happen more indoors or outside?

Is it at noisy times or quiet times?

What did you do?

How did the staff respond?

Did you remove the child from the situation?

Did you distract?

Did you ignore?

Did you verbally reprimand?

Did you remove toys/equipment that caused the problem?

What happened as a result of your efforts?

How did the child respond? (calmed down, sulked etc)

Did the child continue with unwanted behaviour or did the behaviour get worse?

Review and Reflection

Has a pattern emerged?

Can you use this to form any future action to reduce the frequency of the unwanted behaviour?

Select just one behaviour to work on first - one that is easy to change or one that is causing most disruption

Decide what you think is keeping that behaviour going, you might be right or you might be wrong, but it is a starting point that you can then revise in the light of the intervention and its success.

Draw up a plan to change the A, the B or the C.