

Behaviour Support Policy



SILVER BRIDGE SCHOOL

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1. Introduction

At Silver Bridge School we believe that acceptable and appropriate behaviour is critical to learning and an essential life skill. Guidance about good behaviour and staff roles in supporting it need to be understood and implemented.

We place particular emphasis on our students achieving success in all areas of development, including, social, behavioural, and academic. The aim is to encourage students to develop self-study and organisational skills, to develop their social abilities and enjoyment within the environment of a group setting, and to build on their individual strengths and interests to increase self-esteem, motivation, and emotional resilience.

Many of our students are likely to exhibit a range of challenging behaviours and emotional insecurities, including self-esteem issues, vulnerability, anxiety, and lack of confidence. They may have a history of bullying or being bullied and may have had particular difficulties in coping with transitional phases, including their transfer to our schools.

All students will bring a wide variety of behaviour patterns based on previous experiences and on differences in home values, attitudes, parenting skills and peer modelling. Students with ASC may display behaviours associated with difficulties in developing social understanding, social communications, and flexible thinking skills.

We work towards standards of behaviour based on principles of honesty, respect, consideration, and personal responsibility. It follows that acceptable standards of behaviour are those which reflect these principles. We recognise that students will feel safer if we set out clear rules and expectations of behaviour from the outset, which are clearly, visually displayed. We encourage them to take responsibility for their own behaviour through motivational, positive reward systems and by contributing to regular discussions on the expectations and rules of the school.

At Silver Bridge School we believe that all behaviour displayed by students is a form of communication. Poor behaviour is often a display of anxiety, confusion, anger or upset. Developing positive behaviours is at the centre of everything we do. We are preparing our students for their adult lives. They must be able to communicate in more effective ways in order to be successful.

We hold very high expectations in behaviour for all of our students. Despite their barriers to learning, we expect every student to exhibit appropriate, safe, and measured communication and behaviour.

2. Boundaries and Expectations

Students need to discover where important boundaries of unacceptable behaviour lie. They may test these boundaries. The proper answer to such testing is to confirm the existence of the boundaries and to do so firmly, unequivocally and at once.

At Silver Bridge, negative behaviour will be addressed, although occasionally very minor incidents of behaviour can be ignored. The student will be diverted into positive learning. Even if the behaviour is ignored at the time, it is still important to reflect on the behaviour during allocation of the reward system points after the lesson. This can be a positive comment, for example, on how the student was beginning to 'mess around' but managed to get back 'on task'.

3. Adult Behaviour

All adults have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other. The behaviour of adults will have an important influence on the students.

As adults we:

- utilise Dan Hughes' PACE method when responding to behaviour as a form of communication. This method forms a structured response to behaviour at Silver Bridge, which assists staff in seeing behaviour as a form of communication. As such, by utilising PACE as a response, staff take a Playful, Accepting, Curious and Empathetic perspective of all behaviours in order to provide students who have suffered adverse childhood experiences (ACEs) with an outlet to express themselves.
- encourage relationships based on honesty, respect, and consideration
- ensure fair treatment for all regardless of age, gender, race, sexual orientation, ability, religion, belief and disability
- show appreciation of the efforts and contributions of all
- display the highest standards of conduct, including the modelling of punctuality, consistency, and fair and equitable boundaries

All staff are highly trained through a thorough programme of CPD, in managing behaviour, de-escalation techniques, PACE, Team Teach, and Positive Behaviour Support.

4. Behaviour Support Plans

Upon induction, every student and their parents/carers will be consulted on a Behaviour Support Plan, where techniques and strategies will be agreed, specific to that student, should the need for physical intervention occur. These BSP's will be reviewed by the Wellbeing Team and adapted as and when the needs of that student change, for example, if a child is experiencing a crisis and the need to restrain may increase as a result.

5. Positive Behaviour Support System

Silver Bridge School uses a positive behaviour support system, developed through consultation with staff, students, and the wellbeing team. The system shows the various rewards on offer at differing levels: **individual**, **public recognition** and **group rewards**. They also show examples of behaviour at an escalating scale and the consequence, but also the support that goes alongside these

behaviours.

The system becomes predictable and routine and the students understand the consistent and fair approach delivered by all staff members.

Rewards		
Individual Recognition	Public Recognition	Group Rewards
<p>Positive publications positive work, effort, contribution in class, good choices, support of peers, support of adults</p>	<p>Awards effort and achievement in relation to target progression in all areas recognised for both students and their carers</p>	<p>Class reward Trips achieve group reward targets accumulate termly, seasonal trips, activities off site as a group</p>
<p>Positive Conversations meeting targets, positive work, effort, contribution in class</p>	<p>Attendance target award 100% attendance and punctuality, individual target for improving attendance</p>	<p>High status media and IT accessories Accumulate games for console play, computers not allocated as standard from school resources</p>

Consequences		
Behaviour Examples	Consequence Examples	Support Examples
<p>Not following instructions avoiding work - disrupting/refusing verbal abuse, misuse of school property, leaving the classroom, anti-social behaviour, persistent non-compliance, inappropriate language</p>	<p>Student's behaviour is cited and a discussion takes place as a learning opportunity. There is a redirection towards outcomes from positive behaviour</p>	<p>request time out, apology / tidy up, reminder of school values, resolution/solution</p>
<p>Persistent behaviour from above behaviours, absconding from school, bullying, destruction of property</p>	<p>Formal meeting with student, a concern-call with home/carers and/or formal professionals meeting with student's team; 1:1 sessions/lessons</p>	<p>As above, home support call, reflective listening discussion, staff explanation of behaviour escalation process</p>
<p>Refusal to comply with previous sanctions and consequences, threatening/racist/homophobic language and/or behaviour, discriminatory language/ behaviour, damage to property, use of weapons to threaten and/or injure others, unsafe behaviour at high risk of causing injury to other</p>	<p>Continued formal meetings with parents/carers and professionals, possible fixed term exclusion while organising alternative provision, police intervention</p>	<p>As above, Multi-disciplinary reflective intervention, return to school, meeting, emotional regulation session, support plan</p>

All interventions will consider the underlying factors which fuel the inappropriate behaviours as well as helping students to recognise that the choices they make will have consequences to themselves, and

sometimes to others.

6. Prohibited Items

Students are prohibited from bringing the following items into school buildings, unless given prior permission to do so by the Head Teacher:

- Weapons including but not limited to knives, blades, guns
- Any item that could be used as a weapon, including tools
- Drugs or drugs paraphernalia
- Alcohol
- Tobacco products, cigarettes, lighters or matches
- Cameras
- Video cameras
- Aerosols
- Any “gang-related” clothing, symbols, or colours

If any of the above items are brought to school premises, the items must be handed in by the student to a member of staff at the start of the school day and will be given back at the end of the school day. The exception to this is anything that is illegal for the student to have or if staff have reason to believe that the student is plans to use an item for illegal activity. In these cases, the staff will confiscate the item and decide whether to call in parents/carers to collect the item or, in extreme circumstances, call the police and hand them the confiscated item(s).

7. Wellbeing Team

Silver Bridge school has a dedicated ‘Wellbeing Team’ to help support staff and students. The team consists of a wellbeing coordinator, professional support in a clinical psychologist and consultant expert in autism, anxiety, and trauma. The team provide a visible presence within the school, providing guidance and support to both students and staff by private one to one or drop-in sessions. They work closely with staff to develop appropriate strategies to remove barriers to learning, and develop replacement strategies, whilst providing training and support for staff.

The team also provide a specific three tier support system for staff and students:

Tier 1 – Wellbeing Co-Ordinator

- Provide visible presence in school,
- Review and analyse behaviour incident logs, curriculum programmes, EHCP’s and behaviour support plans
- Support and assist staff with positive behaviour strategies identified

Tier 2 – Director of Autism Somerset

- Provide specific training for staff related to student needs at the school e.g., autism, trauma, attachment disorder, anxiety
- Provide support and assistance for staff identifying individual positive behaviour strategies

Tier 3 – Educational Psychologist

- Reviews significant and escalating behaviours, providing staff and student support in the form of direct intervention and/or the informing of curriculum programmes/activities

8. Incident Reporting

All staff must follow the schools process for recording incidents. Sometimes, a student will display a behaviour that needs to be recorded. When this happens, the staff member will record the incident and consequences, by completing a behaviour incident log on the school’s intranet system (Bridgelink), grading the incident according to the levels below:

Level 1 Low Level	Level 2 Repetitive / disruptive	Level 3 Intentional Disruptive	Level 4 Intentional / threatening	Level 5 Significant
<p>Low level disruption or deflection from task, learning aim or context and is often the result of anxiety. This may include unintentional disruption due to context, situation or diagnosis.</p>	<p>Repetitive disruption to activity, learning aim or context. This level of behaviour will reoccur despite requests and/or redirection from staff. This behaviour is more intentional in nature irrespective of diagnosis and should be addressed in behaviour support plan as a learning aim. The outcome of this behaviour is that learning and/or context is disrupted for the young person and/or their peers.</p> <p>The description of this behaviour could include; swearing, refusal to engage, repetitive and low level physical assault on self and/or staff</p>	<p>Intentional disruptive behaviour to activity, learning aim or context. The student exhibits this type of behaviour irrespective of staff implementing all behaviour support strategies. The outcome of this behaviour is that the learning and/or context is severely disrupted for the young person and their peers.</p> <p>The descriptions of this behaviour could include: consistent bullying, physical aggression, low level damage to property, low level assault on staff or peers, consistent absconding from learning context, inability for peers to engage with task</p>	<p>Intentional, repetitive and physically/emotionally threatening behaviour that significantly disrupts the learning aim, activity and/or context. This level of behaviour not only significantly disrupts the learning and/or context for all young people, but will also have both an emotional and physical impact on either the young person, their peers or staff.</p> <p>The descriptions of this behaviour could include: significant damage to property, significant self-injurious behaviour, severe bullying, significant assault on peers or staff, missing from school.</p>	<p>Significant behaviour that will have an emotional and/or physical impact on the young person, the service, peers and the staff. This type of behaviour may result in the involvement of external services.</p> <p>The description of this behaviour could include: life threatening self-injurious behaviour, significant assault on others, significant sexual conduct towards others</p>

A copy of the form **will** be allocated to the wellbeing team, who will use these reports to review triggers, antecedents and assess support methods that were successful or not so successful. The wellbeing team will where appropriate review the student's behaviour support plan. Consequences will also be reviewed, recorded, and discussed.

All incident reports must be written on the day that the incident occurred and reviewed by a member of the SLT within 24 hours (see appendix 1).

9. Notifiable Incidents

In addition to the incident reporting, there are some incidents which are classed as "Notifiable". This means that the Schools' Governing Body and Proprietor **must** be immediately informed if they happen. The categories for a notifiable incident are any Level 4 or Level 5 incidents, as described in the previous section.

When one of these incidents occurs, a member of the schools SLT must report the incident to the Executive Director of Service Quality and Development and CEO **immediately**.

10. Fixed-Term Exclusion

A fixed-term exclusion will normally only be considered when all other strategies have been exercised without success or where time is needed to review the support strategies being used with a student.

The school reserves the right to give a fixed-term exclusion peremptorily for a more serious breach of school discipline including:

- Significant damage to property
- Significant self-injurious behaviour
- Severe bullying
- Significant assault on peers or staff
- Missing from school

It will be for the Head Teacher in liaison with the SLT to determine the length of the fixed-term exclusion (up to 45 days in any one year) on the basis of facts relating to the specific case. A second exclusion for a similar offence may well be for a longer term than the first.

All FTE's are recorded in writing with copies of the letter being sent to all relevant parties, including the local authority, within 24 hours. It is expected that the parents/carers will accompany the student to school on the first day back after the exclusion when both will be interviewed by the Head Teacher or his/her representative.

11. Termination of Placement/Contract

The termination of a placement will normally only be considered for serious breaches of school discipline inside or outside the classroom after all other strategies and sanctions have been exercised without success. Each situation will be assessed on its own circumstances; each student's individual reactions and needs will be considered.

Where we have concerns about the behaviour, or risk of exclusion of a student we will consider that additional support or alternative placement may be required. This will involve assessing the suitability of our provision against a child's special educational needs. We will consider requesting an annual review or interim/emergency review.

A decision to permanently exclude a pupil will be taken:

- In response to a serious breach or persistent breaches of the school's Behaviour Support Policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school

12. Screening and Searching of Students

The following guidelines have been taken from '*Screening, searching and confiscation advice for Head Teachers, School Staff and Governing bodies* (DfE February 2014, updated September 2016).

It is a criminal offence to bring a knife or other weapon to school and the DES announced in October 2006 that a school has power, without any new legislation, to require students to undergo screening, when the school does not have reasonable grounds for suspicion. Legislation enabling searches on suspicion came into force in May 2007.

The main ways to keep knives out of schools continue to be educating young people in better behaviour and in the dangers of illegally carrying a knife, but in addition, school staff are permitted to search a student, *with* consent, as part of their authority to discipline. The power to screen without suspicion helps to deter students from carrying a weapon in the first place. The statutory search power, under education law, allows schools to search *without* consent, though within a range of safeguards. Schools retain the option of calling the police, who may decide to conduct a search.

Screening – What the law allows:

- Schools can require students to undergo screening by a walk-through or hand-held

metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.
- Any member of school staff can screen students.

Also note:

- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation require a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching with consent – schools common law powers to search:

School staff can search students with their consent for any item.

Also note:

- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and student's what items are banned.
- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent – what the law says:

What can be searched for?

- Knives or weapons, alcohol, illegal drugs, and stolen items; and
- Tobacco and cigarette papers, fireworks, and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Can I search?

- Yes, if you are a Head Teacher or a member of school staff and authorised by the Head Teacher.

Under what circumstances?

- You must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.

- There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When can I search?

- If you have reasonable grounds for suspecting that a student is in possession of a prohibited item.

Also note:

- The law also says what must be done with prohibited items which are seized following a search.
- The requirement that the searcher be the same sex as the student and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the student and a witness then the teachers wishing to conduct a search must do so.

Authorising members of staff

- Head Teachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff, other than security staff, can refuse to undertake a search. The law states that Head Teachers may not require anyone other than a member of the school security staff to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
- A Head Teacher can require a member of the school's security staff to undertake a search.
- If a security guard, who is not a member of the school staff, searches a student, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the student.

Training for school staff

- When designating a member of staff to undertake searches under these powers, the Head Teacher should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Searches for items banned by the school rules

- An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.
- The school rules must be determined and publicised by the Head Teacher in accordance

with section 89 of the Education and Inspections Act 2006 in maintained schools. In the case of academy schools and alternative provision academies, the school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. Separate advice on school rules is available in 'Behaviour and Discipline – advice for Head Teachers and school staff'..

- Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the Head Teacher must publicise the school behaviour policy, in writing, to staff, parents and students at least once a year.

Location of a search

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.
- The powers only apply in England.

13. Physical Intervention – Team-Teach

All of Silver Bridge school education staff receive a training course (with refreshers annually) in the accredited Team-Teach positive behaviour support approach – accredited with ['The Institute of Behaviour Management'](#). The Team-Teach approach is specifically designed to support the behaviours of students with complex additional needs, and challenging behaviour.

14. Early identification

It is expected that in a special school there will be times when restrictive physical intervention is required as a last resort. In these instances, the information provided at referral, home visit/risk assessment should signpost this and we must inform parents/carers and students that we will undertake physical intervention as a last resort if a student is a danger to themselves or others damaging school property. These assessments and information will form the basis for each student's initial behaviour support plan.

The Team-Teach approach emphasises that the use of a range of gradual and graded verbal and non-verbal responses which are planned will result in only 5% of aggressive incidents leading to the use of physical intervention. It also emphasises that positive relationships are the key element in behaviour management, with physical techniques service as only one part of an overall approach.

Team-Teach training programme – Learning Outcomes:

- Fully understand the rationale and principles of the Team-Teach approach, understanding the use of physical restraint as part of a holistic approach to managing behaviour.
- Confidently apply a range of physical restraint and handling strategies and obtain the knowledge to help choose appropriate responses.
- Understand the importance of risk reduction and de-escalation, both verbal and non-verbal.
- Be equipped with positive expertise to maintain a safe response in a wide range of high-risk environments.

15. Identification of Strategies

A calm and considered approach to any situation is needed. The school should identify students who are likely to behave in a way that might require physical control or restraint in order that behaviour can be predicted as far as is possible and preventative measures planned.

Types of incident where the use of Reasonable Force may be necessary fall into 3 broad categories:

- 1) Action due to imminent risk of injury
- 2) Action due to developing risk of injury or significant damage to property
- 3) Action where a student is behaving in a way that is compromising good order and discipline

Reasonable force may be used where a student is on school premises or elsewhere in the lawful control or charge of a staff member and must be proportionate to the circumstances.

16. Permissible physical interventions

The following strategies may be employed:

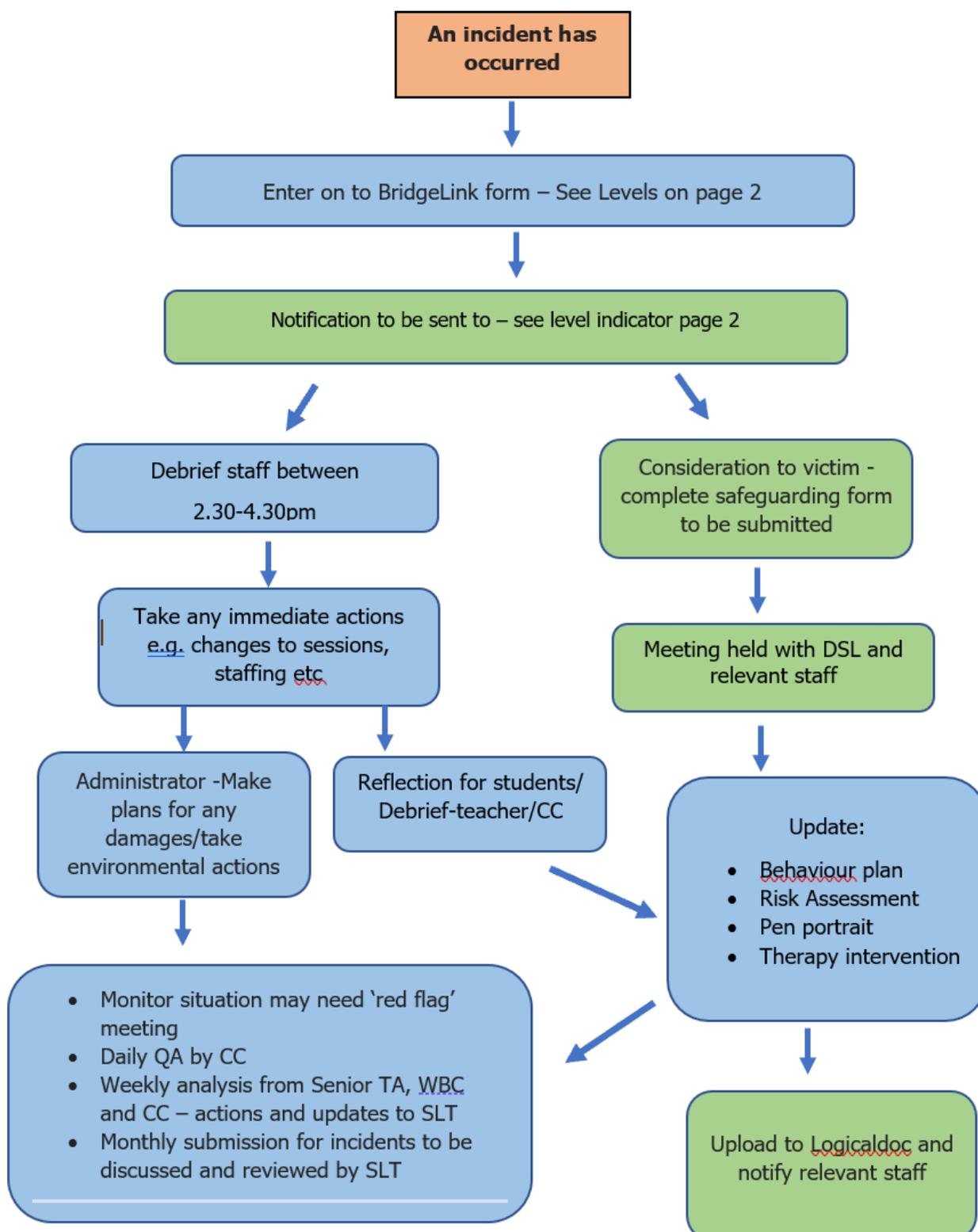
- standing or seated holding or guiding techniques to prevent a student from carrying out an attack to people or property
- shepherding a student away (one or two staff standing to the student's side to escort away from a volatile situation).
- In extreme circumstances more restrictive holds may be used

17. Built in Quality Assurance

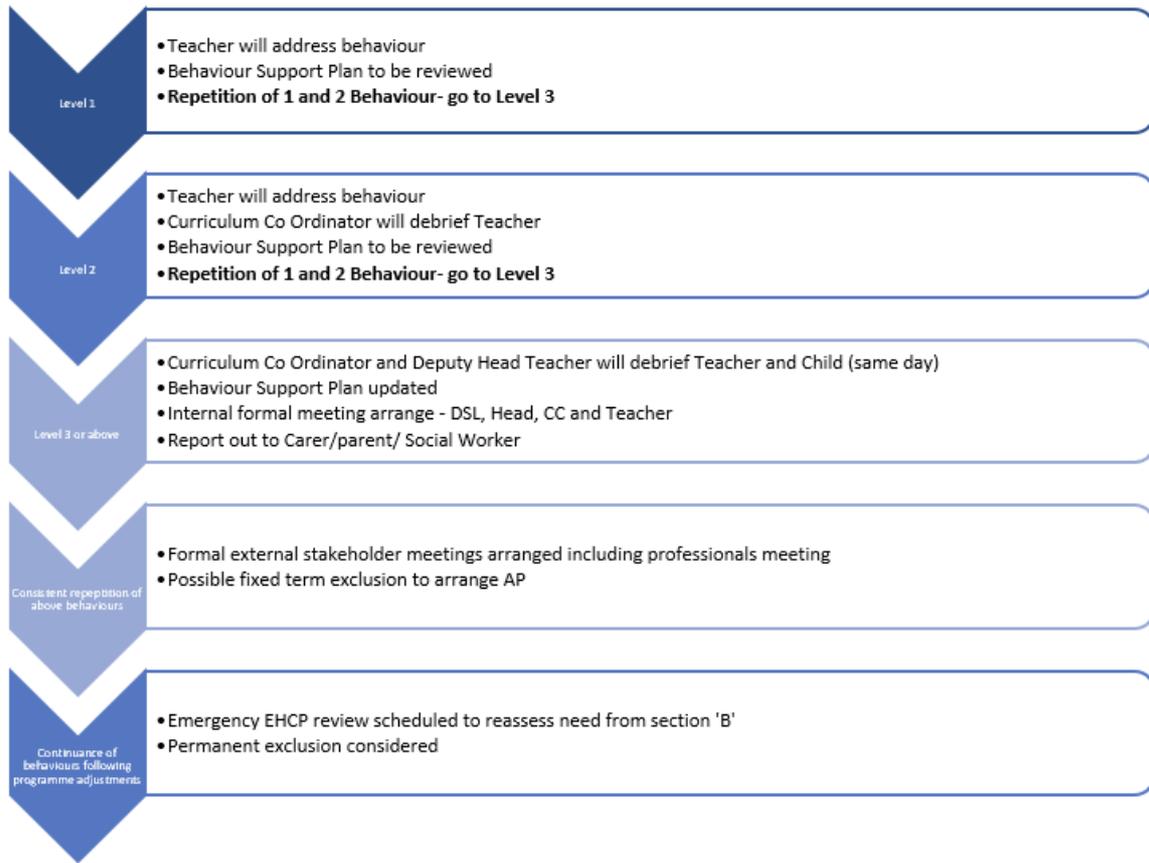
There are a number of features that are part of the Silver Bridge School behaviour management support system which link the core principles of Team-Teach to Incident Reporting which help to ensure the safety of students and staff as well as the consistency of approach. These features are found both at strategic and operational levels and are a combination of internal and external monitoring and reviewing in order to ensure high levels of safety and a continuous drive for best practise. The Incident Reporting system is built upon a culture that encourages staff at all levels to embrace responsibility for behaviour management and transparency supported by senior management accountability and expertise. Below is a summary of the QA process.



Incident Reporting Procedure



Levels of Incident and the response



Long Term Prevention

Curriculum Coordinators will QA events -student log/incident records

Senior Teaching Assistant will complete weekly trend analysis – Report to Head Teacher

Senior Teaching Assistant, Curriculum Co Ordinator and Wellbeing Co Ordinator meet weekly

All actions and updates (Changes to Behaviour Support Plans, Programmes, Risk Assessments, Pen Portraits) to be sent to SLT weekly