

This policy should be read along with the Anti Bullying Policy, Physical Restraint Policy and all safeguarding policies.

Objectives of this Policy:

- To provide a consistent and informed method of dealing with behavioural issues that can be referred to and implemented by staff and parents.
- To enable pupils to become self-governing, understand strategies to self-regulate and enable them to engage in learning.
- To develop the skills and competencies of the staff towards managing student behaviour and enabling students take ownership of their own responses.
- Provide a structured policy for staff to follow and implement when dealing with challenging behaviour.
- To ensure that the school provides a safe, well managed environment where learning and personal development is at the heart of everything that we do.
- To ensure that the schools approach is both consistently and effectively implemented;

One of the specific aims of this policy is to assist staff across the school in consistently responding to behaviour, reducing incidents of reactive practice. This will be evidenced through the implementation of a planned and pre-empted approach.

Staff work with students to understand their preferred styles of learning and interaction and implement a range of strategies that empower students to take responsibility for regulating their own responses and work towards gaining rewards for positive behaviour. Students develop an understanding that negative responses and challenging behaviours will lead to loss of reward time.

Our practice is based on the following principles:

- We are a school that sets high expectations for learning and personal development.
- When pupils are calm and regulated they are more responsive to teacher input and receptive to learning.
- Good behaviour is a product of well planned, resourced lessons differentiated to each of the learners.
- Highly skilled adults support and encourage students to make gains in their self-esteem and personal development.
- Students will, over time, learn to adopt strategies to regulate their own behaviour and become increasingly self-regulating and resilient to challenge.

Empowerment, reflection and student centred control is a key feature of the MGS behaviour management policy. Students are encouraged to recognise physical and emotional signals that they experience as they escalate towards challenging behaviours. This is sustained through the positive reinforcement process that is implemented by staff, peers and themselves as individuals, to acknowledge that much more is gained through positive behaviour being displayed and the achievements they make. The achievements they receive are continually celebrated through the following, but not limited to:

- Continuous and ongoing praise and positive interaction.
- Informal reward opportunities at the end of each lesson.
- 30 minutes' formal reward time at the end of each day.
- Formal weekly reward assemblies and the presentation of gold, silver and bronze certificates.
- Access to reward activities every Friday.

The expectation is that poor or severe behaviour is not the norm and most students engage in a positive manner throughout the day.

Positive reinforcement

Responses to poor behaviour are initially dealt with through the reward system. The day is broken up into 12 sessions and students are awarded Green, Amber or Red status according to their behaviour. Students who have amber lessons must catch up on the work that they have missed or complete reflection activities proportionate to the exhibited behaviour. Once the time is paid back, the student can then join in the reward activity. Unfortunately, sometimes, they may have too much to pay back or refuse to, in which case they will miss that reward session. Students who refuse to engage in the Curriculum + session will receive a red lesson. If a student receives a red lesson in the day, they will not be allowed to partake in reward time at the end of the day and will automatically be in curriculum +.

Students are allocated reward time on a Friday morning as follows:

- | | | |
|----------|------------------------|---------------------------|
| • Gold | 90% of points achieved | 3 sessions of reward time |
| • Silver | 80% of points achieved | 2 sessions of reward time |
| • Bronze | 70% of points achieved | 1 session of reward time |

Students in Gold usually have access to an offsite activity such as cinema, bowling, clip and climb or walking to the local park with Maggie (school dog). There are also indoor activities including film, board games, play station and fort building. Three terms a year there will also be a super reward for those that have consistently achieved gold status. This could be trips such as ice skating, horse riding or a nerf war. These examples are not exclusive and will be linked to the student's ideas and choices.

School Rules

Whilst interactions with the students focuses on positive reinforcement and rewards, the school has 6 rules that form the basis of expected conduct. These are simple and easy to follow. Most cases of poor behaviour can relate directly back to these rules.

1. We are always in the right place (safe).
2. We do as we are asked
3. We speak politely to everyone
4. We do not hurt anyone
5. We respect other people's possessions and property
6. We do not swear

Basic Functioning

This offers the correct condition for pupils to learn, achieve and develop through providing such things as, the right environment, insightful, trained and skilled staff to meet and understand the pupil's complex range of needs. The theories that underpin practice around specific environments being prioritised are achieved through, appropriate class sizes being supported and set ability departments being established. The Wellbeing and Senior Leadership Team (SLT) ensure this ethos and belief is embedded in the working cultures adopted in the school. The school has developed a high expectation in learning outcome

throughout the provision, so well planned, balanced and well equipped lessons support the self-regulation of behaviours being supported in the school.

Early Intervention

To ensure that our school responds to behaviour in an individualised and personalised manner, a Wellbeing Support Plan (WSP) Level 1 Risk Assessment is completed with each pupil. The schools' referral process, pupil assessment / induction, audit of needs or identified Outcomes from the child's EHCP all contribute to these plans and any past or present behavioural patterns are taken into account when individualising WSPs.

The completion of the WSP is a collaborative activity between staff and the Individual pupil. This gains the thoughts and views from the pupils' perspective on how they feel their behaviour is best regulated, supported and in the times of escalation, managed. This process provides transparency and a structured framework in relation to the school's policies being consistently implemented and form part of practice in demonstrating that policies are working documents. This element particularly supports the rewards and sanctions being implemented within this policy. The schools' intention is to progress and develop pupil's attitudes to a place where they can self-regulate and take ownership of their set behaviours. Pupils will develop a confidence in the person centred approaches that are underpinned in the Behaviour Management Policy and accept that sanction will be put in place to ensure they build resilience and a level of trust in the system.

As a continuation of this phase in the Behaviour Management Policy, the school has an embedded point schemes where all pupils can work towards or achieve points in every aspect of their school day. These are used to sustain, motivate and promote positive behaviour being displayed. The Point Scheme provides pupils with consistent praise opportunities being given throughout the day.

The achievement of points sets an expectation and a cognitive understanding that encourages pupils to 'work towards' something of benefit to them. This approach also promotes motivation, determination, enthusiasm and improved confidence. Resilience is established through improved self-esteem and pupils having the confidence to take controlled risks. This contributes to an incentive of positive behaviour and provides continual encouragement to achieve rewards from staff members, their peers and encourages pupils to actually motivate themselves. Staff are supported with this behavioural tool to positively reinforce behaviour throughout periods of each day and the whole working week, giving them a framework to establish a consistent approach.

For pupils to acquire the skills to become self-governing, they will require appropriate intervention from secure, skilled and effective adults offering a reparative process. This includes the use of appropriate strategies being implemented to reduce behaviours that challenge. Through the implementation of this policy, the school ensure that a calm, safe and inclusive educational environment is prioritised for all its pupils. This is supported and embedded through all of the identified Phases within the Behaviour Management Policy.

Staff are provided with training to ensure that this policy is consistently and proactively understood and they are offered guidance through their induction process in how to consistently respond to behaviours that challenge throughout the school. This is achieved through structured interventions and sanctions and supported by the implementation of the schools Behaviour Management Policy.

Mid-Level Intervention

The use of responses and sanctions to positively enforce positive change to past, present and future behaviours that challenge. This process assists pupils in their ongoing social and emotional development and results in them being better skilled and more resilient to be able to access learning opportunities.

When early intervention strategies are not able to meet student needs, Mid-Level responses are used. Often this will result in the loss of points that contribute to daily and weekly prizes as well as losing reward time at the end of each lesson. During reward time, students complete work that they didn't complete during the lesson.

During the end of day reward session, students need to complete any work that they missed due to poor behaviour. Once they have done this, they can then access the rewards, even though they may have lost points during the day. If there have been any severe behaviours, then students are not allowed to access end of day reward time and will have to wait until the following day to re-access rewards.

Staff are expected to build relationships and good working knowledge of children under their care and guidance in order to understand their individual needs and respond appropriately. Staff will understand how each student spirals and will implement an appropriate intervention at each stage of escalation bespoke to that young person.

Senior level intervention

At this stage, SLT intervention becomes necessary in response to serious ongoing disruption or significant harm to self, others or property. SLT may make decisions around the student's time in school or if they are safe to be transported home by Local Authority transport.

SLT intervention can be an instigator for revision of a student's provision and meetings of professionals for discussion of further strategy and intervention. This can result in reduced timetables, off site provision fixed term and permanent exclusions.

The table below describes interactions at different levels. The list is by no means exhaustive and the Headteacher reserves the right to make decisions that invest in the safety and wellbeing of all staff and students as well as the individual.

Students who regularly escalate to senior level intervention will usually be required to have a level 2 risk assessment. This is because of their increasing challenge in behaviour and presenting a risk to themselves, other students, staff, property or compromising the ability of staff to maintain good order within the school or outdoor setting. The level two risk assessment will be more prescriptive by identifying actions that need to be implemented quickly at each stage of a young persons escalation.

Basic Functioning
Correct staffing ratios, appropriately sized classrooms, warm. Well planned, well-resourced lessons taking into account varying needs of the students. Broad and balanced curriculum, access to a range of activities. Planned time to work 1 to 1 outside of the classroom to meet academic need. Planned Therapeutic interventions to meet student needs.
Low-level Intervention
Wellbeing Support Plan (WSP) - Level 1 Risk Assessment providing a co-working document that is continually implemented to ensure pupils maintain a regulated Baseline of Behaviour and staff adhere to a person centred approach when responding to an escalation.
Self-Directed Reflection Time - an allocated space to think, regulate, recover and repair for an agreed amount of time usually supported by a time out card (see individuals WSP). This can include examples such as sensory time out either in or out of the teaching environment. Short intervention supervised by an adult (if out of class) that gives the student a chance to meet sensory need e.g. darkened room, sensory circuit, weighted blanket, squidgy toy. Another e.g. could be to walk the school dog around the playground.
Point Schemes - positively used to encourage positive engagement and encourage and / or prompt the pupil to remain on task or provoke a positive change to potential behaviours that challenge. If below 70% of weekly points are achieved, then this will result in a pupil missing Rewards and they will attend curriculum + lessons where they will be required to complete missing work and other learning activities planned for the day based on their academic and behavioural needs.
Mid-Level Intervention
Directed Reflection Time - a directed space to think, regulate, recover and repair under supervision and for an agreed amount of time (see individuals WSP).
Deduction of points which then results in students having to catch up on the work missed before they can access rewards.
Intervention by other members of staff. Students exit class and use strategies for self-regulation. They only re-enter when ready to engage. Could be another TA or a Wellbeing team member.
Not being allowed out at break or lunch if the issue is with another student. Or loss of free time until reparations have been completed e.g. tidying up any mess created whilst escalating.
Senior Level Intervention
SLT intervention in ongoing or serious incident. This could result in student remaining out of class for a period of time and working one to one.
Use of restrictive physical intervention in response to unsafe and violent behaviour or threat to the good order and wellbeing of other members of the school. This could be a trigger for instigating a level two RA
Decisions to end the school day for a student who is presenting a significant risk to self and or others or is a continuing threat to the good order of the school. This can extend to decisions to removal of transport if considered to be a risk to others in the taxi. Student collected by parent / carer or taken home by staff.
For serious incidents and or serious and ongoing disruption, SLT may decide to give fixed term exclusions followed by a reintegration meeting.
After a number of fixed term exclusions, SLT may decide that an early annual review is necessary to ask for change of provision if it is clear that the school cannot meet need.
Alternative to the above, SLT may decide, in collaboration with parents or carers that a part time provision may be more appropriate. This would usually be in conjunction with some agreed form of therapeutic provision. This would be done with a goal of full reintegration in mind and could include measures such as approaching LA for a fee increase to provide one to one funding.
As an alternative to permanent exclusion or change of placement, SLT may decide in collaboration with parents / carers that an offsite package of tutoring and or therapy may be a suitable way forward.
When all other alternatives have been exhausted or in response to an extremely serious incident, SLT may consider permanent exclusion.

Recording and Monitoring Pupil Behaviour

Behaviour is recorded, monitored, tracked and analysed through our central online system called and enables staff to do the following.

- Enter safeguarding Concern
- Enter negative incidents
- Enter restrictive Physical Intervention please see RPI policy for further information
- Record RPI hot and cold debriefs including recording of accidents and completing body maps
- Enter acts of bullying
- Record investigations
- Record sanctions
- Positive outcomes that requires celebration e.g. star of the day award.
- It is possible to run a variety of reports that enable SLT to analyse patterns of behaviour in individual and groups of students as well as being able to identify the impact of interventions with identified students.

Time is provided at the end of each school day 15.00 to 16.00 for staff to enter incidents on SLEUTH. At 15.50, there is a debrief in the staff room where further concerns are logged and any additional reports or reports not completed are flagged on the whiteboard. If not finished, staff are given time the next day to complete.

Concerns are recorded and the system automatically refers to the three DSLs for follow up. Concern follow ups are typically followed up the same day by DSLs. RPI reports are default referred to the lead DSL who has time protected each afternoon to conduct staff and student debriefs from the day before. The lead DSL will then report to SLT at weekly meetings. In the event of a serious incident occurring staff may well be deployed earlier to complete SLEUTH entries and contact the necessary parents, carers and professionals. In the event of a serious safeguarding concern being raised, staff will be deployed to consult and refer and take action as necessary. In this event deputy DSLs may well be deployed (see safeguarding policy for more information).

Training and support

All staff receive training in the PBRS through participating and completing an in-depth induction process. Further training is offered throughout the school year on specific areas of highlighted concern that may require improvement. Individualised programmes are developed from personalised staff development plans, identified through lesson observations, daily reviews within briefing and debriefing meetings, the analysis of the recorded Sleuth entries and Performance Reviews.

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including, but not limited to:

- Restrictive Physical Intervention (RPI) policy
- Safeguarding Policy
- Anti-bullying policy
- Department for Education (2016) Behaviour and Discipline in Schools guidance.

**Wellbeing Support Plan
Level 1 Pupil Risk Assessment**

Behaviour Management Phases			
Basic Functioning	Low level intervention	Mid-level intervention	High level intervention

Name:		DOB:		Class:		Term:	
EHCP Identified Needs							
1 Cognition and Learning							
Click here to enter text and agreed intervention							
2 SEMH							
Click here to enter text and agreed intervention							
3 Sensory / Physical							
Likes				Dislikes			
Click here to enter text				Click here to enter text			
Click here to enter text and agreed intervention							
4 Communication and interaction							
Click here to enter text and agreed intervention							
What do I respond well too?							
Click here to enter text							
What can staff do keep me calm and focused							
Click here to enter text							
Where can I go or what can I do to help me reengage in the activity?							
Click here to enter text							
If directed to leave the class or if I leave without permission, where should I go?							
Click here to enter text							
What strategies help me to manage my behaviour							
Click here to enter text							
Do I respond to Positive touch?							
Click here to enter text							

Pupil Risk Assessment (PRA)-Level 2 Pupil Risk Assessment

Basic Functioning	Low level intervention	High level intervention	High level intervention
Pupil/ Child or Young Person (CYP):			
Date of Birth:		Age:	
Date completed:		To be reviewed by:	

Primary Need-			
Reason for PRA-			
EHCP section B, E and Provision Plan-			
Medical Information- please see front sheet			
Typography			
Demonstrated			
Behaviour(s)			
Other Information-			
Function of Behaviour (please indicate through shading)			
Physical/ Sensory	Escape and Avoidance	Attention	Tangible
Other Information-			

<u>Levels of Risk</u>		
<i>Ascertained through a numerical scale identifying a level of risk</i>		
Low- minimal risk to others, self and/ or property	Medium-potential risk and intent to harm others, self and/ or property point	High- actual risk and intention to harm others, self and/ or property
Known antecedents:		
<u>Six Stages of Response</u>		
Stage	Behavi our	Staff response
Trigger		
Escalation		
Crisis		
De-escalation		
Crisis Depression		
Reintegration		

Is student safe to take off site	Yes /No	What needs to be in place to ensure safety	SLT sign off
Local activities			
Educational visits			
Reward activities			