

**Behaviour Support Policy**

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| Date policy last reviewed: | Sept 2024 |

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| Signed by: | | | |
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Due for review Autumn 2026

**Contents:**

**[Statement of intent](#_Statement_of_intent_1)**

1. **Aims of Positive Behaviour Support (PBS)**
2. **What is Positive Behaviour Support?**
3. **Key Principle of PBS**
4. **Delivery of PBS**
5. [**Legal framework**](#_Legal_framework_1)
6. [**Roles and responsibilities**](#_Roles_and_responsibilities)
7. **Staff induction, development and support**
8. [**Definitions**](#_Definitions)
9. **Social, emotional and mental health (SEMH) needs**
10. [**Smoking and controlled substances**](#_Smoking_and_controlled)
11. **Child-on-child sexual violence and sexual harassment**
12. [**Items banned from the school premises**](#_Items_banned_from)
13. **Search, screen and confiscation**
14. [**Effective classroom management**](#_Effective_classroom_management)
15. [**Positive relationships and approach**](#_Positive_relationships_and)
16. **The school and classroom environment**
17. [**De-escalation strategies**](#_De-escalation_strategies)
18. **Restrictive Physical Intervention**
19. **Further Support**
20. **Behaviour Support Plans**
21. **Calm/Time Out Room**
22. **Reflection**
23. [**Staff training**](#_Staff_training)
24. [**Monitoring and review**](#_Monitoring_and_review)

**Appendices**

1. **Managing Behaviour**
2. **[Hill Top ABC Chart](#classroomrulesagreement)**
3. **[Hill Top Behaviour Frequency](#Inf)**
4. **Hill Top Debrief (staff & pupil)**
5. **Hill Top Incident Form**
6. [**Behavioural Management During the Coronavirus (COVID-19) Pandemic**](#new)

**Statement of intent**

**Hill Top Core Values:**

* + - **We Respect**
    - **We are kind**
    - **We are ambitious**
    - **We belong**

**At Hill Top School you will not see a one size fits all approach to behaviour.**

It is the aim of Hill Top School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school’s **Positive Behaviour Support Policy** is therefore designed to support the way in which all members of the school can live and work together in a mutually supportive way. It aims to promote the overall well-being of pupils and staff, and an environment in which everyone feels happy, safe and secure.

This policy outlines what we expect from all our pupils, staff and visitors to the school, in terms of their behaviour. It extends to all members of our school community and is written in line with current legislation, guidance and best practice principles. Positive behaviour and self - discipline have strong links to effective learning,and are vital for pupils to carry with them both during and after their school years.

Hill Top School believes that all pupils should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. By focusing on Respect, Kindness and Belonging encourages positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness and tolerance. Our aim is to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

Hill Top School is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life, and comfortable to voice their opinions.

Pupils who are able to develop and maintain positive behaviour patterns are more likely to experience improved outcomes and a better quality of life.

Hill Top School delivers education and care according to the individual needs of the pupil in a safe, positive and predictable environment. Some pupils at Hill Top School may display challenging behaviour as a result of their communication difficulties and a lack of social skills or understanding.

The following policy provides clear guidance and instruction on the methods by which our school community can promote **positive behaviour support through PBS principles.** Approaches to behaviour are entirely dependent on the prevailing culture of the school, and it is therefore critical that practice related to behaviour is inclusive and person centred. We believe that **positive behaviour support (PBS**) represents an ethically compatible approach to addressing pupil behaviour within the context of our school.

At Hill Top School we believe that all behaviour relates to having needs met, that it is functional and serves an identifiable purpose. Some of our pupils display challenging behaviour as a response to the complex pattern of needs their learning disabilities cause. These problems may be compounded by additional difficulties including mental health problems, social deprivation and complex medical conditions requiring strategies which are informed by an extensive understanding of challenging behaviour.

In attempting to modify behaviour we must first examine the function of the behaviour and identify the need which the behaviour is serving. Following this process, strategies which directly address the behaviour can be developed.

1. **Aims of Positive Behaviour Support (PBS)**

The overall aim of Positive Behaviour Support (PBS) is to improve the quality of a person’s life and that of the people around them. This includes children, young people and adults.

PBS provides the right support for a person and their family to help people lead a meaningful life and learn new skills without unnecessary restrictions. It is not simply about getting rid of problematic behaviour.

With the right support at the right time the likelihood of behaviour that challenges is reduced.

**2.** **What is Positive Behaviour Support?**

PBS is a person centred framework for providing long term support to people with a learning disability, and/or autism, including those with social and mental health conditions, who have, or may be at risk of developing behaviours that challenge. It is a blend of person centred values and behavioural science and uses evidence to inform decision- making.

Positive behaviour Support (PBS) approaches are based on a set of overarching values. These values include the commitment to providing support that promotes inclusion, choice, participation and equality of opportunity.

**3. Key Principle of PBS**

Behaviour that challenges usually happens for a reason and may be the person’s only way of communicating an unmet need. PBS helps us understand the reason for the behaviour so we can better meet people’s needs, enhance their quality of life and reduce the likelihood that the behaviour will happen.

**4. Delivery of PBS**

One core part of assessment in PBS is to understand why the behaviour that challenges happens – how the behaviour has been learned and how it is maintained. This process is called functional assessment.

Once the reason for the behaviour has been identified a PBS plan in co-produced and followed by everyone involved in supporting the person. PBS plans will be developed in partnership with the person and their family. PBS is most effective when individuals are supported by people who have a good relationship and rapport with them and who understand PBS.

A PBS plan promotes pro-active and preventative strategies and includes the teaching of new skills. It may include strategies to avert crisis and keep people safe. If this involves using restrictive interventions then these will be the least restrictive, a last resort and there will be a plan drawn up about how to reduce reliance on restrictive practices.

The Positive Behaviour Support Policy confirms the school is commitment to:

* Achieve our full potential.
* Acquire the knowledge and skills relevant to life in a fast changing world.
* Develop as confident learners, able to take risks within a safe environment.
* Be curious, ambitious and take pride in our achievements.
* Achieve high standards in all we do.
* Develop as self-motivated independent and collaborative learners.
* Value and care for ourselves and others in our community.
* Understand our rights and accept our responsibilities as citizens.
* Enjoy what we do and have fun.

To achieve these aims, we will provide:

* A happy, healthy, safe and secure environment.
* Quality first teaching with individualised support.
* An exciting curriculum, based on the needs of the children which provides first-hand practical experiences.
* A stimulating, evolving environment.
* A professional, skilled, highly-motivated staff team.
* School leadership focussed on continuous improvement.
* Opportunities for parents and carers to play an active part in their child’s education and the life of the school.
* Opportunities outside the classroom, and the chance to extend our close links with the local community.

The aim of this policy is to determine the boundaries of acceptable and unacceptable behaviour, describe rewards and consequences used by the school, and to determine how they will be fairly and consistently applied.

In order to achieve this, the school will:

* make clear its expectations of positive behaviour, through tutor based assemblies, class/school council meetings and in published documents;
* reward achievements, awarding class points, stickers, certificates, vouchers
* treat every member of the community as individuals and respect their rights, values and beliefs;
* create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, ability or cultural differences;
* provide positive examples for modelling behaviour;
* promote good relationships and a sense of belonging to the community;
* intervene early to challenge undesirable behaviour;
* follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

# 5 Legal Framework

Legal framework

[Updated] This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

· Education Act 1996

· Education Act 2002

· Education and Inspections Act 2006

· Health Act 2006

· The School Information (England) Regulations 2008

· Equality Act 2010

· Voyeurism (Offences) Act 2019

· DfE (2013) ‘Use of reasonable force’

· DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’

· DfE (2018) ‘Mental health and behaviour in schools’

· DfE (2022) ‘Behaviour in schools: Advice for headteachers and school staff’

· DfE (2023) ‘Keeping children safe in education 2023’

· DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools’

· DfE (2023) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’

This policy operates in conjunction with the following school policies:

* Home School Contract
* Anti-Bullying Policy: Pupils
* Special Educational Needs and Disabilities (SEND) Policy
* Child Protection and Safeguarding Policy
* Exclusion Policy
* Restrictive Intervention Policy
* Complaints Procedures Policy

# Roles and responsibilities

The governing board has overall responsibility for:

* The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy’s effectiveness in addressing pupil’s individual needs and the holistic approach to support them.
* Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
* Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
* Handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.

The headteacher is responsible for:

* Establishing the standard of behaviour expected by pupils at the school.
* Promoting positive behaviour through the ethos and values of the school.
* The day-to-day implementation of this policy.
* Publishing this policy and making it available to staff, parents and pupils at least once a year.
* Review the policy on a yearly basis.
* Reporting to the governing board on the implementation of this policy and any potential changes to be made.

The Senior Leadership Team are responsible for:

* Overseeing the whole-school approach to mental health, including how this is reflected in this policy and how staff support pupils with their own mental health.
* Outline and strategic understanding of resources available within school and signpost staff accordingly.
* Advising on the deployment of the school’s budget and other resources to effectively meet the needs of all pupils.
* Providing professional guidance to colleagues about mental health and the links with behaviour, and working closely with staff, parents and other agencies.
* Referring pupils to external services to receive additional support where required.
* Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
* Liaising with other providers at points of transition, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
* Leading CPD on mental health and behaviour, if appropriate.
* Supporting teachers in the further assessment of a pupil’s strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

* Being aware of pupil’s individual needs as stated in their EHCP.
* Focus on positive reinforcement, “catch them being good.”
* Prepare annual review paperwork, including writing appropriate outcomes to support pupils to understand and manage their own behaviour.
* Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
* Planning relevant and engaging lessons to meet the needs of all pupils within their class, which are applicable to real life situations.
* Being responsible and accountable for the progress and development of the pupils in their class.
* Create, update and monitor behaviour support plans (BSPs) and risk assessments, including triggers, strategies and debriefs. Ensure these are shared with parents and all relevant external agencies.
* Communicate changes of behaviour with appropriate colleagues e.g. SLT, class team, family support worker. Keep parents up to date with pupil’s progress.
* Use CPOMS to document all incidents of behaviour and associated actions.
* Be a positive role model and demonstrate the behaviour you wish to see from pupils.

All members of staff, volunteers and support staff are responsible for:

* Adhering to this policy
* Promote positive behaviour.

Pupils are responsible for:

* Their own behaviour both inside school and out in the wider community.
* Reporting any unacceptable behaviour to a member of staff.

At the beginning of the school year, pupils are provided with a Home School Contract, which they are required to read and sign – for younger pupils, parents will read this with them and sign on their behalf.

All rules outlined in the Home School Contract are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers and parents will ensure that pupils understand this.

**7. Staff induction, development and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. EHCP training

# 8.Definitions

For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

* **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
* **Harassment of any kind** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
* **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
* **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
* **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
* Possession of legal or illegal drugs, alcohol or tobacco
* Possession of banned items
* Truancy
* Refusing to comply with disciplinary sanctions
* Theft
* Swearing, racist remarks or threatening language
* Fighting or aggression

“Challenging behaviour” is defined as:

* Discriminative abuse.
* Sexual violence/harassment
* Persistent threatening verbal abuse.
* Persistent bullying.
* Persistent destructive behaviour.
* Extreme behaviour, e.g. violence, running away from school, vandalism.
* Any behaviour that threatens safety or presents a serious danger
* Any behaviour that seriously inhibits the learning of pupils

**9. [New] Social, emotional and mental health (SEMH) needs**

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

* Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the formal & informal curriculum, policies, values and attitudes, alongside the social and physical environment
* Teaching – the curriculum is used to develop pupils’ knowledge about health and wellbeing
* Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing
* All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

# Smoking and controlled substances including vapes

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas. Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, vapes, lighters, matches or pipes. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

The school has a zero-tolerance policy on illegal drugs and legal highs.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witnesses present. The staff member will store the sample in the school office safe. The incident will be reported to the police, and guidance sought. The school will not hesitate to name the pupil from whom the drugs were taken to the police, all incidents will be recorded on CPOMS and parents informed.

Any further measures will be undertaken in line with the school’s Child Protection and Safeguarding Policy.

Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

# Child-on-child sexual violence and sexual harassment

Hill Top School will respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online (what to look out for and indicators of abuse are set out in **Part one of KCSiE 2022**). As set out in Part one ofKCSiE, all staff working with children are advised to maintain an attitude of ‘it could happen here’, and this is especially important when considering child-on-child abuse.

What we should be aware of:

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

**At Hill Top we:**

* make clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
* recognise, acknowledge, and understand the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. We are always vigilant.
* challenge physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment/emotional wellbeing and will be exacerbated if the alleged perpetrator(s) attends Hill Top.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers. Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

# Prohibited sexualised violence/sexual harassment

The school prohibits all forms of sexual discrimination including sexualised violence and sexual harassment, gender-based bullying and sexual violence.

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. Schools and colleges should be aware of the importance of: • making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

* Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
* Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
* Sexual “jokes” “Banter” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
* Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
* Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
* Taking, displaying, or pressuring individuals into taking photos of a sexual nature
* Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
* Purposefully cornering or hindering an individual’s normal movements
* Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  + Accessing, downloading or uploading pornography
  + Sharing pornography via the internet or email
  + Creating or maintaining websites with sexual content
  + Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Discipline for incidents of sexual harassment will be determined based on the nature of the case, cognitive ability and the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will signpost to appropriate support such as counselling services, or academic support services.

Where appropriate, the incident will be reported to parents or permission sought from young persons who are over 18.

**Sexual violence**

It is important that schools are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school.

When referring to sexual violence, we do so in the context of child-on-child sexual violence. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003132 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE- Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

**What is consent?**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.134 • a child under the age of 13 can never consent to any sexual activity • the age of consent is 16135 • sexual intercourse without consent is rape. Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent Sexual harassment.

**Responding to reports of sexual violence and sexual harassment**

1. Report to safeguard team immediately/following safeguarding protocol within school

**(see safeguarding flowchart)**

# Items banned from the school premises

The following items are banned from the school premises:

* Fire lighting equipment:
  + Matches, lighters, etc.
* Drugs and smoking equipment:
  + Cigarettes
  + Tobacco
  + Cigarette papers
  + Vapes
  + Electronic cigarettes (e-cigs)
  + Alcohol
  + Solvents
  + Any form of illegal drugs e.g. cannabis
  + Legal highs
  + Any other drugs, except medicines covered by the prescribed medicines procedure
* Weapons and other dangerous implements or substances:
  + Knives
  + Razors
  + Catapults
  + Guns (including replicas and BB guns)
  + Laser pens
  + Knuckle dusters and studded arm bands
  + Whips or similar items
  + Pepper sprays and gas canisters
  + Fireworks
  + Dangerous chemicals
* Other items:
  + Liquid correction fluid
  + Chewing gum
  + Caffeinated energy drinks
  + Aerosols
  + Fizzy drinks of any type
  + Offensive materials (i.e. pornographic, homophobic, racist, material etc.)

1. **Searching, Screening and Confiscation**

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil’s possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff. The headteacher will always be notified when any item is confiscated.

Parents will be informed of any confiscated item and will agree on further action, parents may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

Staff will follow the provisions outlined in the school’s Searching, Screening and Confiscation Policy when conducting searches and confiscating items. All searches will be documented on CPOMS, including any items that were found and any follow up phone calls.

# Effective classroom management

The school understands that well-managed classrooms:

* Have staff that are knowledgeable about their pupils needs and boundaries to learning.
* Start the year with clear sets of rules and routines (as discussed with whole class), based on the school values and school expectations.
* Establish agreed rewards and positive reinforcements.
* Establish a range of strategies for handling and supporting individual pupils dysregulated behaviour.
* Encourage respect and development of positive relationships.
* Make effective use of the physical space available.
* Have well-planned lessons with a range of activities to keep pupils stimulated.
* Focus on positive reinforcement “catch them doing good.”
* Have staff that model the school values to their pupils at all times.
* Where staff are aware of Hill Top’s no shouting approach.
* Have reflective practitioners, who reflect on their practice and what went well and what could be better.
* Have pupils that are listened to and pupils are confident to have input in their own BSPs.
* Have staff who record incidents in a timely and effective manner on CPOMS, including any follow up actions.

Pupils will be expected to follow the home/school agreement, which requires pupils to:

* Keep themselves safe and others safe
* Respect ourselves and others; arrive on time, follow instructions given by staff, respect the views and opinions of other pupils.
* Do the best they can at all times.
* Show respect for the school environment.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management, these will be different in each class, according to the needs of individual pupils. These are as follows:

* Praise and positive relationships
* Routines
* Classroom rules
* Rewards

**Classroom rules**

Teachers establish classroom rules linked to school values/expecatations on an annual basis in conjunction with pupils and their individual needs. Teachers ensure that classroom rules are always clear and presented in a way each pupil will understand.

Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. “I will act respectfully towards my peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

Teachers explain the rationale behind the rules and will continually reinforce knowledge, so pupils understand why rules are needed. Teachers will also continually model expected behaviour to pupils. Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity. Teachers will continuously work on pupils understanding of appropriate behaviour.

**Routines**

The school understands that pupils are happier and have less anxiety when there is an established routine, and that most behavioural issues arise as a result of a lack of a consistent routine, lack of understanding of expectations of changes to routines. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.

All pupils to know and understand their timetable for the day/week, according to their cognitive ability. This includes which room they need to be in, which staff they will be with and any equipment they need. This information needs to be presented to pupils regularly and in a format they can understand e.g symbols, photographs or words.

Class staff should develop their own routines according to the needs to the pupils in their class. Once a routine has been established, the teacher models this for pupils to ensure they understand it.

Pupil’s routines will develop to allow them opportunities for regulation throughout the day, according to any needs laid out in their BSP or EHCP.

Teachers explain the rationale behind the routine to help pupils understand why it is needed. Teachers ensure that the routine remains consistent and is practised throughout the year to create a more safe and secure environment, in which pupils can learn and thrive.

**Praise**

To promote positive behaviour change research advises us to give specific praise at least 4 times more than we give negative feedback, we call this “catch them doing good.” By praising pupils, you give them attention for appropriate behaviour, while simultaneously boosting confidence and strengthening your relationship with them.

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from staff, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils. The school has weekly celebration assemblies, to allow staff to celebrate pupil’s achievements with the whole school community. Celebrations are also shared with parents through reports, parent’s evenings and informal phone calls or emails.

When giving praise, teachers ensure:

* They define the behaviour that is being rewarded.
* The praise is given immediately following the desired behaviour, if appropriate and pupils can tolerate public praise.
* The way in which the praise is given is varied.
* Praise is also related to effort, rather than only to work produced.
* Perseverance and independence are encouraged.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

**Rewards**

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

* **Immediate** – immediately rewarded following good behaviour.
* **Consistent** – consistently rewarded to maintain the behaviour.
* **Achievable** – keeping rewards achievable to maintain attention and motivation.
* **Fair** – making sure all pupils are fairly rewarded.
* **Appropriate**- rewards will be given in a way that is appropriate to all pupils

The school uses three different categories of rewards, these are decided by class staff, as appropriate to the needs of their pupils – these are:

* **Social** – praise and recognition, e.g. a positive phone call or email home, praise assembly
* **Physical** – material rewards, e.g. tokens, stickers or certificates.
* **Activity** – activity-based rewards, e.g. extra choice time, eg watch a fil, game of football.

Teachers may implement different types of rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:

* stickers
* Certificates
* Additional choice time
* Class celebrations
* Lucky dips
* Phone calls and emails home
* Books
* vouchers

# Positive relationships and approach

We proud ourselves in Positive staff-pupil relationships, and staff knowledge of pupil’s needs, are key to supporting pupils with challenging behaviour. The school focusses heavily on forming these relationships to allow staff to understand their pupils and create a strong foundation and help pupils to manage and understand their own behaviour needs.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

* Welcoming pupils as they enter the classroom, as well as have a friendly, welcoming approach to students around school.
* Being aware of pupil’s needs, including and prior experiences such as ACEs or trauma.
* Ensuring pupils understand what is expected of them.
* Creating a positive environment where every pupil feels comfortable and respected.
* Showing an interest in each pupil’s interests, talents, goals, likes and dislikes, and their family.
* Engaging with pupils during lunchtime and breaktime.
* Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.
* Within the classroom, teachers establish clear expectations for manners and respect for pupils. Encouraging pupils to treat others with respect by modelling the desired behaviour, promoting the values of Hill Top.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of Mental Health Issued issues.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

* **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the curriculum and includes leadership practice, policies, values and attitudes, alongside the social and physical environment
* **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
* **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

Positive mental wellbeing will be promoted through:

* Teaching in health education and PSHE
* Counselling
* THRIVE
* SCERTS approaches
* Positive classroom management
* Developing social skills
* Working with parents
* Peer support
* Meeting EHCP outcomes

Where vulnerable pupils or groups are identified, we access external agencies or support parents to make referrals, to provide additional support.

# The school and class environment

The school understands that a calm, safe, well-structured environment is paramount. The classroom environment needs to be welcoming and meet the needs of the pupils within it.

* Staff will consider the level of visual displays on the walls, to avoid over-whelming or distracting pupils.
* Furniture placement will be considered to support the learning of the pupils, e.g. spaces to work independently or as a group.
* Staff will consider the level of sensory input within their class and modify appropriately e.g. the buzz of computers or flashing lights.
* Room will be free of clutter to allow staff and pupils to move around within lessons.
* Displays in the class and around school will be relevant to the learning of the current class or pupils and maintained regularly.
* Quiet spaces are available to pupils who need to work independently or away from distractions.
* There is a total communication approach across the school, pupils are all aware of the areas of school or classroom they are allowed to access and those they aren’t. which is reinforced visually. Equipment and resources are clearly marked so pupils can access them independently.

Visual supports such as photographs, symbols and lists are used across school where needed, to reinforce the expectations of the pupils.

# De-escalation and behaviour management strategies

Where it seems a pupil is beginning to rise through the conflict spiral, or becoming dysregulated, staff members will implement de-escalation strategies to diffuse the situation – this includes the following and must be appropriate to the individual pupil. Early intervention is the best form of behaviour management.

* Appearing calm and using a modulated, low tone of voice
* Using simple, direct language
* Avoiding being defensive, e.g. if comments or insults are directed at the staff member
* Providing adequate personal space and not blocking a pupil’s escape route
* Showing open, accepting body language, e.g. not standing with their arms crossed
* Reassuring the pupil and creating an outcome goal
* Identifying any points of agreement to build a rapport
* Offering the pupil a face-saving route out of confrontation
* Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”
* Use the help script in line with team teach principles
* Change of face.
* Re-direction to another task or job.
* Give the pupil time out or some space, or sensory break.
* Don’t feel like you need to win, it’s not an argument, everyone needs a resolution to move forward.
* Lessen academic demand and change the requirements of the task.
* Appropriate humour or discuss a different topic.
* Don’t make threats e.g. if you don’t do this work I’ll ring home.

# Restrictive Physical Intervention

In line with the school’s Restrictive Intervention policy and team teach training, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

* A pupil is physically aggressive towards a member of staff or another pupil
* A pupil tries to, or does, conduct deliberate persistent damage or vandalism to property
* A pupil is causing, or is at risk of causing, injury or damage by accident or by misuse of objects
* A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption, this may be according to the individual pupil.
* A pupil is behaving in a way that is seriously endangers themselves or other pupils on an educational visit.

Physical Intervention will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. All staff will attempt to use the [de-escalation strategies](#_De-escalation_strategies) before the use of restrictive physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury. Hill Top uses Team Teach as its method of restrictive physical intervention.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, pupils and staff will be offered first aid, and pupils will be monitored to ensure they are regulated. Pupils will be debriefed, as will staff after an incident of physical intervention. All incidents will be written up using a Team Teach sheet and recorded on CPOMS. Parents will be informed anytime pupils have been involved in an incident involving Team Teach, and it may be that the BSP and RA needs updated.

All incidents of violence, damage to property and aggression will be considered on an individual basis and then further steps taken.

# Further support

At Hill Top we believe that all behaviour is a form of communication and or staff are trained in de-escalation strategies to support the young people to regulate. Due to the individual needs of our pupils, we do not take a “one size fits all” approach, instead we look to consistently apply our school values when managing student’s behaviour.

Staff teams have radios and will radio for further assistance if needed, assistance can be from anybody who is available to support.

Following incidents of challenging behaviour;

* Staff debrief/ reflection with pupils to see if any changes can be made to avoid behaviour occurring next time.
* Any changes to BSPs or RAs made.
* Information recorded on CPOMS.
* Parents and social workers informed.
* Discussions with SLT about any further actions e.g. referral to CYPS.

# Behaviour Support Plan

The school uses behaviour support plans to identify triggers and strategies to help to support young people. Hill Top School recognises that all behaviour can be a form of communication and we need to try to find out what young people are saying.

* Antecedent **(A):** what happens before the behaviour occurs.
* Behaviour **(B)**: the behaviour that occurs.
* Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise the chance of a crisis occurring. When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

* What appears to be the underlying cause of the pupil’s behaviour?
* Where and when does the pupil display this behaviour?
* What are the triggers of the behaviour?
* What replacement behaviour could the pupil use to ensure their needs are met?
* What strategies can be implemented for behaviour change?
* How can the pupil’s progress be monitored?

Where necessary, a behaviour support plan will be created, including the target behaviour we would like to see instead.

All staff working with the pupils will be aware of their behaviour support plans. Pupils and their parents are involved in the development of the behaviour support plans and this is reviewed on a termly basis by the parent, pupil and their teacher, or updated after a major incident.

# Calm/ Time Out Room

Hill Top have break out spaces which can be used for individual or 1:1 work. If a pupil is dysregulated, they may be guided to a calm room, as written in their BSP, to access a regulation activity. Pupils may also request access to a calm space to have some time away from the group. Depending on pupils individual needs, some pupils will access calm rooms independently and staff will monitor from a distance.

# Reflection

Reflection time may be used with some students at the discretion of staff. This time will be during school time and the purpose is to discuss the behaviour with the pupil and strategies they can use next time to avoid the behaviours occurring.

# Staff training

The school recognises that early intervention can prevent misbehaviour. As such, all staff will receive training in identifying problems before they escalate.

Teachers and support staff will receive training on this policy as part of their new starter induction. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their Team Teach training. this training is updated on an annual basis. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff members are trained in the approved methods of physical intervention in line with the school’s Positive Handling Policy. All staff will also have additional training on associated difficulties, that might impact pupil’s behaviour. Our staff have in depth knowledge of pupils needs, triggers and behaviour, which is shared at transition points, if a pupil moves classes.

All staff will receive regular and ongoing training as part of their development.

# Monitoring and review

This policy will be reviewed by the SLT and the governing body on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

The next scheduled review date for this policy is **September 2025**.

**Managing Behaviour**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Time | Antecedent  Where and when did it happen?  What was the lesson? Which staff were involved? What was the pupil doing immediately before the behaviour happened? | Behaviour  What did the pupil actually do? Be specific and objective and describe the actual behaviour, e.g. “hit” rather than “aggressive” | Consequence  What happened afterwards? How did staff respond? What was done? |
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|  |  |  |  |
| --- | --- | --- | --- |
| Behaviour Frequency Chart  Pupil\_\_\_\_\_\_\_\_\_\_\_ W/B | Eg hit pupil (hp) |  |  |
|  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Time* | *Monday* | *Tuesday* | *Wednesday* | *Thursday* | *Friday* |
| 9 am |  |  |  |  |  |
|  | Eg hp |  |  |  |  |
| 9.30 am |  |  |  |  |  |
|  |  |  |  |  |  |
| 10 am |  |  |  |  |  |
|  |  |  |  |  |  |
| 10.30 am |  |  |  |  |  |
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| 11 am |  |  |  |  |  |
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| 11.30 am |  |  |  |  |  |
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| 12.00 pm |  |  |  |  |  |
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| 12.30 pm |  |  |  |  |  |
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| 1 pm |  |  |  |  |  |
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| 1.30 pm |  |  |  |  |  |
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| 2 pm |  |  |  |  |  |
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| 2.30 pm |  |  |  |  |  |
|  |  |  |  |  |  |
| 3 pm |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Discussion with (staff names) | | | | |
| I have read the incident report | I have had the incident report read to me | | I did not want to read the incident report or have it read to me | |
| I agree with the incident report | | I disagree with the incident report | |
| Why I disagree with the report: | | | |

|  |  |
| --- | --- |
| I am aware of my PSB | Y N (If no share with the pupil) |
| Any changes that could be made to the PSB to support me | |
|  | |

|  |
| --- |
| What I’ll do next time to help me |
|  |

|  |
| --- |
| Any other information or additional notes |
|  |

|  |
| --- |
| Pupil’s signature: Date: |

|  |
| --- |
| Staff signature: Date: |

|  |  |  |
| --- | --- | --- |
| Name: | Date: | Time: |
|  |  |  |
| Names of staff involved: | | |
|  | | |
| Location of incident: | Lesson or session: | |
|  |  | |
| Behaviour leading up to incident: *details of what was happening, who was there, moods of pupil etc.* | | |
|  | | |
| De-escalation techniques used: | | |
| |  |  |  |  | | --- | --- | --- | --- | | visual support | change of face | change of environment | reminder of previous consequences. | | reminder of previous success | humour | alternative given | help script | | time and space given | distraction | removal of “audience” | sensory input | | consequences or sanctions | reminder of rewards | reduce language, lower tone of voice, slower pace. | CALM stance- drop body sideways, lower elbows etc | | | |
| Incident: *give details of the incident- only give facts, not opinions.* | | |
|  | | |
| Behaviour: | | |
| |  |  |  |  | | --- | --- | --- | --- | | Verbal to peers | Verbal to staff | Physical to peers | Physical to staff |  |  |  |  |  | | --- | --- | --- | --- | | hitting | kicking | slapping | punching | | spitting | biting | pulling hair | grabbing clothes | | grabbing body | pushing | Refusal to follow instructions | swearing | | sexualised behaviour | destroying equipment | dangerous behaviour | disrupting learning | | making threats | homophobic language | racial | self-harming | | vandalism | throwing items | Other (please specify) |  | | | |
| Reasons for using physical intervention: | | |
| |  |  |  | | --- | --- | --- | | Pupil at risk of harming themselves | Continued disruption of the learning environment | Potential risk of any of these | | Pupil at risk of harming others | To prevent absconding off school site | Continuous damage to property | | Prevent/disrupt a criminal act | Prevent bullying/ breaking up a fight. | Other | | | |
| Physical Intervention used: | | |
| |  |  |  | | --- | --- | --- | | Caring C’s to guide | Clothing response | Arm disengagement | | Friendly hold | single person caring C guide | single elbow on knees | | Single elbow | standing | sitting | | Figure of four | standing | Sitting | | Double elbow | standing | single person double elbow | | Hold on beanbags | Half shield | Neck disengagement | | Block kicks | Block hits/slaps/punches | Hair response – open the oyster | | Hair response- knuckle slide | Bite response | Arm disengagement | | Head response | Other (please detail any non-conventional team teach holds on separate sheet) |  | | | |
| Length of time in hold: | | Was this happening over long period with breaks? Y N |
| Injuries to pupil: Y N (please mark injuries on body map on CPOMS) | Injuries to staff: Y N HS20 filled in: Y N | |
| What will be done differently next time? *Include any changes to be made to BSP or RA* | | |
|  | | |
| Parents or carers informed by: phone in person email letter | | |
| Debrief sheet completed with pupils: Y Copy uploaded to CPOMS Y | | |
| Debrief sheet completed for staff: Y N | | |
| Signed: | | |