

NEW BARN SCHOOL



New Barn School

BEHAVIOUR MANAGEMENT POLICY

ACADEMIC YEAR 2021/2022

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1.0 INTRODUCTION

New Barn School admits vulnerable children and young people who experience significant barriers to learning due to severe and complex learning difficulties and disabilities, autistic spectrum condition, associated medical and health needs and social, emotional and mental health needs.

Many of our children and young people exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic strategies is to overcome these barriers. We aim to provide a consistent, supportive and well supervised environment where children and young people feel safe and secure and reach their potential through positive relationships.

New Barn recognises the importance of promoting acceptable behaviour and methods of managing boundaries within the education setting. We believe that all young people have the right to expect positive approaches to behaviour, which foster self-esteem, respect, tolerance and self-control. Behaviours which harm people either emotionally or physically or damages property are real problems for everyone in the school and must be dealt with in an appropriate manner. By promoting the beliefs below New Barn will endeavour to ensure everyone is safe, that consequences and rewards are fair and our whole community is reflective and considerate to all.

New Barn School is a caring therapeutic community, whose values are built on mutual trust and respect for all. We believe that children flourish best when their personal, social and emotional needs are met. The school encourages self-esteem and successful outcomes. The philosophy and ethos of the school reflects acceptance and respect for all children and young people irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and gender re-assignment or immigration status.

There are clear and developmentally appropriate expectations for all the community. To this end we encourage all members of the school to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not tolerate bullying, insensitivity, inappropriate language, discriminatory language, vandalism and theft, however how we approach such problems is individual. The use of PACE (Staff may be Playful, Accepting, Curious and Empathetic) and an understanding of attachment theory underpins our approaches to the above problems. Put simply, 'all behaviour is communication' and staff will be curious as to how we can resolve and repair and ultimately change the negative actions and communications of our students.

As part of our Behaviour Policy our school believes that students should feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

This policy is a statement of good practice that covers all aspects of the school and contributes to the development and maintenance of good behaviour, personal development and a positive ethos.

Expectations of good behaviour are high and a mutual feeling of trust is implicit. This policy reflects the school's stated aim of enabling all its students to develop skills to manage their own behaviour in a way that is safe to themselves and those around them. Inherent in the ethos of the school is respect for the individuality of our students.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 AIMS

At New Barn, we aim to promote positive social, emotional and behavioural development and change in our young people through a supportive and consistent approach, across education, based on the needs of our pupils. It is our aim that all students fulfil their potential where appropriate to their level of understanding.

We:

- promote self-discipline and self-control;
- develop, within each young person, an appreciation of others and their feelings;
- increase the young person's understanding of self-awareness in order to manage their own emotions;
- work in partnership with all stakeholders, to promote positive behaviour;
- mutual respect, acceptance, trust and honesty;
- listen to each other and ask for help when we need it;
- reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance for of those with different faiths and beliefs.

3.0 PROMOTING POSITIVE BEHAVIOUR

Staff will positively intervene, applying a range of supportive strategies, use of consequences or sanctions in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment; the health and safety of the children and young people and adults; or show lack of consideration for others and impact on their learning. Whilst the principles and procedures contained in this policy document will be applied equally to all children and young people, each pupil at New Barn School is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, consequences and behaviour programmes as appropriate to the unique individual needs of each pupil. We do this using:

Praise and Encouragement

The school will praise and encourage the positive behaviours so that qualities such as kindness, thoughtfulness, tolerance, perseverance and motivation are appreciated and acknowledged.

Reasoning

The school will reason and discuss with the young person why they should or should not do something. This should help them to relate the behaviour to the consequences.

Phrasing

The school will endeavour to phrase directions, as far as possible, in a clear and positive manner. For example instead of saying 'don't' we will endeavour to explain the reasons of why they should not do something?

Creating a positive and structured environment

The principle function of New Barn School is to provide a safe, secure and caring environment where expectations and achievements are high and children and young people realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. In order to create an environment in which children and young people feel safe and secure and in which there is an ethos of achievement through endeavour, it is essential that there is nurture, care and support balanced with good order and discipline.

Layouts

The school will endeavour to ensure a workable layout of classes, monitor areas where transitions are likely to cause disruption and address problems in such a way as to promote positive behaviour. The aim of staff is always to reduce the possibility of disorder occurring by acknowledging workable systems by being proactive rather than reactive to a situation.

Collaborating on Boundaries

The school community will set out boundaries, which are basic and simple and give an explanation as to why there are rules. Rules will be open for discussion at school council. The staff will endeavour to apply the rules consistently and fairly.

Positive Relationships

The principle reward and encouragement for any pupil is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of children and young people principally relies on the positive relationships they develop with significant adults in their lives. New Barn School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between children and young people, and between staff and children and young people.

Children and young people will test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/pupil relationship. Empathy, trust and consistency are all important in building relationships and influencing children and young people in making appropriate choices about their life and development.

4.0 ROLES

The Role of the Head

The Head's role has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

Support for staff faced with challenging behaviour is also an important responsibility of the Head who is expected to ensure the implementation of the above aims and additionally to:

- make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- Be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and familiarise new staff members with the school's behaviour policy and guidelines for behaviour;
- work with other local agencies to assess the needs of children and young people who display continuous disruptive behaviour;
- Support pastoral care and for staff accused of misconduct.

The Pastoral Team

The Pastoral Team enable implementation of CPD, manage staff to debrief incidents to ensure better practice. Review individual plans and look at individual rewards and sanctions and as a whole school approach. The Pastoral Team support best practice throughout the school

The Staff

- The school expect the staff to set a positive example to the young people by:
 - Regularly examining and reflecting on their own conduct.
 - Listening carefully to the students and value what they have to say.
 - Give the children clear and consistent explanations of the limits required in the setting.
 - Ensure that children do not receive positive attention for inappropriate behaviour.
 - Allow students to express choices.
 - Acknowledge children's feelings and encourage them to express them appropriately both verbally and creatively.
- Staff should avoid labelling children as 'naughty' or 'good'. Labels can have undesirable long-term effects.
- Encourage adhering to the rules of the group, expressing that all have the right to learn.
- Shouting at students in a negative manner is discouraged and does not serve as positive form of keeping regulation.
- Lead by example, remembering that young people learn by example.
- Staff must communicate any practices that they disagree with immediately. The senior management and admin department should be informed as soon as possible if a situation is not been dealt with appropriately (see whistle blowing policy) New Barn values the partnership with all that work at the school and will endeavour to listen to any concerns regarding practice concerning management of any individuals.
- Staff are encouraged to stop aggressive or bullying behaviour immediately and make clear that this type of behaviour is unacceptable.
- Staff are to help the students understand they are valued.

Staff are trained to understand that all behaviours are communication.

5.0 USE OF REWARDS

Throughout the school, good behaviour is promoted at all times. New Barn School believes that it is important to acknowledge and reward in a positive way. We endeavour to raise students' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise students where appropriate. The particular and individual challenges faced by students mean that staff should actively seek out examples of appropriate and socially acceptable behaviour, identify and acknowledge that behaviour and then reward it.

We praise and reward children for good work and behaviour in a variety of ways:

- Teachers and staff congratulate students;
- Recognition of personal qualities by peer group through the election of School Council Members etc.
- Students can visit other classes to share their good work or may be chosen to share it with visitors.
- Displaying good work around the School.
- Weekly assemblies celebrating good work and outstanding achievements

Rewards are used to actively encourage positive behaviour. They are divided into primary rewards, so called because they fulfil a primary need such as hunger or warmth, and secondary rewards because they fulfil a secondary, emotional, need.

At New Barn we incorporate SEAL (Social, Emotional Aspects of Learning) in our reward system. We do this to encourage our young people to recognise when they make good choices in managing their feelings, show appropriate social skills, demonstrate empathy, show reflective behaviour that can help them develop their skills in relating positively to the world in which they live.

- Reward appropriate behaviour immediately to ensure that the young person recognises and understands exactly what they have done well.
- Tangible and special rewards when applied together are more re-enforcing than if one is given alone.

The type of reward, the circumstances in which it is given and its frequency/level will vary depending on the age, needs and behaviour of the individual young person. It is important that staff teams develop a collective understanding and practice about giving rewards, both for their service and in relation to individual young people. Without this consistency, young people are likely to receive inconsistent messages and opportunities for them to understand and improve their behaviour will be reduced.

Young people should have individual behaviour targets and rewards. Targets and rewards should be discussed, reflected on and agreed with the young person, and their progress regularly reviewed.

Rewards are not always tangible as in physical objects, but can be given in relational value. For example, time spent with others on an outing or engaging in a favourite hobby or interest. Such rewards can prove to be more valuable in confirming and re-enforcing positive communication and behaviour. Other rewards;

- “Catch them being good”/ Good Company-stickers and rewards;
- Pupil of the Week;
- Mathematician/Reader of the Week;
- Smiles;
- Positive comments on written work;
- Stickers and Stars;
- Prizes from “Gold Box” and
- Good work seen by Head Teacher.

6.0 PERSISTENT INAPPROPRIATE BEHAVIOUR

Children and young people with social, emotional, mental health and communication (SEMH/ASC) needs are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these children and young people generally experience much greater difficulty in expressing their feelings, needs and choices.

The student's social workers/parents/carers should be involved.

The senior team will discuss the situation with the social worker/parents/carers in an attempt to find the possible cause of the behaviour.

All stakeholders will, together, develop strategies for dealing with the unwanted behaviour, which could be implemented at home as well as in the school setting. A team around the child meeting will be called (TAC) this will involve possible therapeutic input from the clinical team.

Should it be necessary and with the consent of the social worker/parent/carer, advice and assistance will be sought from relevant external specialists to address the matter.

In extreme cases (if the good order of the school is disrupted) staff need to protect other children and staff. In this case, New Barn reserves the right to restructure the environment by removing the young person from the group on a temporary basis.

New Barn promotes inclusion and will tirelessly try to focus on good and appropriate behaviour.

7.0 RESPONDING TO INAPPROPRIATE BEHAVIOURS

As with techniques to support positive behaviour, it is important in responding to inappropriate behaviours and that staff identify 'what works' with individual young people and develop 'whole team approaches' so that young people receive a consistent message and that the work of one group of staff is not inadvertently undermined by the actions of others.

The principles of confronting unacceptable behaviour include:

- Set and maintain clear boundaries;
- Use PACE- playful, acceptance, curiosity and empathy to address negative behaviour
- Do not avoid the issue and do not delay;
- Work together;
- Be truthful, consistent and reliable;
- Make time to listen, talk and take a real interest in young people;
- Take the young person seriously;
- Encourage and reward positive behaviour;
- Involve young people in decision making;
- Communicate clearly;
- Explain what is wrong and the impact on the young person/others;
- Always know where your colleagues and young people are;
- Think and plan ahead; planning and pre teaching helps avoid behaviour problems.
- Do not say "yes" to avoid confrontation. Do not say "maybe" when you mean "no";
- Do not make promises you cannot keep;
- Anger is not the same as aggression, and aggression is not the same as violence;

- Do not abdicate your responsibilities to the young people;
- Humour can defuse; making fun frustrates;
- Body language and volume and tone of voice can give important clues to what you want;
- Be calm, be assertive, be confident;
- Be aware and acknowledge your own feelings.

Any measure taken to respond to unacceptable behaviour should be fairly and consistently applied appropriate to the age, understanding and individual needs of the young person, and take into account that certain behaviours may be the result of illness, bullying, certain disabilities such as autism, or communication difficulties.

Use of Consequences

The giving of formal consequences can be a useful way to express disapproval of a young person's negative behaviour, and encouraging them to behave in more acceptable ways. Some young people at the school have experienced abuse and may expect punishment because this is the way they have been treated in the past. Staff need to be aware that all consequences as with rewards need to be explained carefully, this way the young people can relate their consequences to their actions.

The DfE guide to the Quality Standards sets out that:

'Any sanctions used to address poor behaviour should be restorative in nature, to help children recognise the impact of their behaviour on themselves, other children, the staff caring for them and the wider community. In some cases it will be important for children to make reparation in some form to anyone hurt by their behaviour and the staff should be skilled to support the child to understand this and carry it out. Equally, staff should understand the system for rewarding and celebrating positive behaviour and recognising where children have managed situations well.'

The following occasions will be taken as serious misdemeanours:

- An assault on an individual;
- Consistent disruptive behaviour in the classroom;
- Criminal damage such as damage to windows, furniture and decoration of the school;
- Damage caused outside the school e.g. in the local community;
- Absconding where this may cause harm to themselves or others.

Consequences should be appropriate to the age of the young person and the circumstances. It must be administered as quickly as possible. It must be relevant to the undesirable behaviour and, above all, it must be fair and achievable. There is no point in making decisions which cannot be carried out.

Ways to repair are:

- Reparation: Helping towards putting the situation right.
- Restitution: Repairing or replacing.
- Increased supervision.
- Restructuring the environment. E.g. Time in reflection 1:1, time in a different classroom space.

Separation/Internal Exclusion

It may be appropriate on occasions to separate a student from the group for a short period of time. This must not be done as a punishment but rather because there is a risk to their safety or the safety of others. There must always be a staff member to support them.

The Ofsted Inspection framework states that:

“Young people are only separated from their peers if it is properly assessed that their immediate safety, or the safety of others, is at risk. Young people are made fully aware of the reasons for the separation and, when it is over, are given the opportunity to discuss incidents with a suitable member of staff. Recording explains clearly the reasons for the separation and includes the views of the young person involved. When used appropriately, separation from their peers has a positive impact on young people’s behaviour. These principles apply where children and young people are kept separately from the group but accompanied by staff”.

‘Time out’ can be an effective means of decreasing negative behaviours by encouraging a student to remove or distance themselves from a situation they are struggling to cope with

All consequences imposed must be recorded, dated and signed in the formal sanctions records. These are found on Sleuth.

8.0 USE OF PHYSICAL INTERVENTION

Staff are charged with a **duty to protect** young people by taking all reasonable steps to prevent them from harming themselves, others, or from damaging property.

Staff must not use any intentional application of physical force upon children as a punishment.

Where staff have reasonable cause to believe it is necessary to prevent the risk of injury to any person or serious damage to property, staff are permitted to use restrictive physical intervention.

The staff will work within the following parameters:

- They should be clear about why the action they took was NECESSARY.
- They should be able to show that any actions taken were in the young person’s BEST INTEREST and that actions were REASONABLE AND PROPORTIONATE.

A measure of restraint may only be used on a student in the school for the purpose of:

- (a) Preventing injury to any person (including the student who is being restrained);*
- (b) Preventing serious damage to the property of any person (including the student who is being restrained); and*
- (c) In the case of keeping a young person safe.*

And then only where no alternative method of preventing the event specified in sub-paragraphs (a) to (c) is available.

The following guidance on the use of physical intervention:

The measure of restraint must be proportionate and no more force than is necessary should be used. This will be the minimum amount of force necessary to avert injury or serious damage to property applied for the shortest possible time.

The following actions are strictly prohibited:

- Face down restraints
- Neck hold restraints
- Restraints that could interfere with breathing
- Restraint used to force compliance
- Use of any alternative techniques/models that are not approved by the organisation

New Barn School uses MAPA (Management of actual and potential aggression) as a framework for managing challenging and difficult behaviour in the school. All new staff are required to successfully complete this training as soon as it is practicable during their induction period. Refresher training is provided to all relevant staff at twelve monthly intervals.

Making the Decision to Use a Physical Intervention

MAPA training focuses on the “phasing up and down” of techniques as a response to the level of incident. The onus is on the staff member to determine the degree of intervention appropriate, and when it should be used.

The degree and duration of any force must be proportional to the circumstances.

In situations where a young person’s behaviour provokes intervention, communication is the essential response. However, staff may reinforce communication with physical intervention where it is necessary to protect the child or others, or in protection of property from serious damage, but never as a form of punishment, oppression or as a means of forcing compliance with instruction.

It is not possible to set out here the circumstances which warrant physical intervention because situations change by the minute and may demand different responses. However all use of restraint must be reasonable and proportionate and no more force than necessary should be used and the last resort. This will be the minimum amount of force necessary to avert injury or serious damage to property applied for the shortest possible time.

If, for example, a child is kicking a door, it may not automatically be a cause for physical intervention. If, on the other hand, it is a serious effort to damage or to gain entry to attack another person, physical intervention would be justifiable if there was nothing else that could be done to prevent the attack.

In all cases, the use of restrictive physical intervention is based upon an **assessment of risk**. This should be achieved with colleagues, but it is accepted that sometimes immediate action may be necessary to avert injury or serious damage to property. Any attempt to restrain a child or young person carries risks. These include causing serious physical injury, psychological trauma or emotional disturbance. Staff will need to take into account:

- the relative risks of not intervening;
- the age and understanding of the child;
- the size of the child;
- the relevance of any disability, health problem or medication to the behaviour in question and the action which might be taken as a result;
- the child’s previously sought views on strategies that they considered might de-escalate or calm a situation;
- the method of restraint which would be appropriate in the specific circumstances;
- The impact of the restraint on the carer’s future relationship with the child.

If it is impossible to regain or stay in control, or if the physical safety of staff is ever seriously compromised, they should retreat to a safe place and summon assistance from colleagues/managers or, if criminal behaviour is occurring, the police.

In using any physical intervention, do not:

- Act under the influence of your anger;
- Over-react;
- Use restrictive physical intervention as a form of punishment;
- Inflict pain;
- Be afraid to back down, but do not abdicate your responsibilities;
- Use sarcasm to gain control;
- Talk, if it aggravates the situation;
- Initiate restrictive physical intervention unless you believe it is safe to do so, and you have “lawful excuse” to do so;
- Physically intervene in a way that could be viewed as sexual;
- Restrict the young person’s breathing or blood supply;
- Force the young person to lose face;
- Re-enforce racial, sexual or other stereotypes;
- Release in an unplanned way or unless it is safe to do so;
- Think it is over when you let go! Be prepared.

Actions Following an Incident of Physical Intervention

As Soon as it is Practicable and Safe:

- The young person should be released in a planned, calm and controlled manner, using the Phasing Down techniques as taught.
- Stay close to and reassure the young person. Stay in control.
- Make sure nobody is injured; if there are injuries, apply first aid or seek medical advice. (If medical advice is required, contact a manager before doing so.)
- Provide support and reassurance for each other (staff and young people) in the form of reattunements and debriefs
- At this early stage, listen, reassure, offer support and dispel self-blame. (This is not the time for recriminations and investigations).
- Inform colleagues and a manager

Refer the matter to the relevant resource manager.

Whether or not there is any sign of injury, the young person must be given the opportunity to be examined by a registered nurse or an appropriate medical practitioner. A clear record must be kept of whether they accept or decline medical attention.

The manager responsible for receiving the information, in conjunction with others as necessary, will advise on the most appropriate next steps.

Monitoring of the Young Person

The young person’s Individual Support Plan must address how they will be supported, and their safety and welfare monitored, following a physical intervention, in the aftermath of the immediate de-escalation process.

For example, through further discussion about their feelings, distraction with an activity, some quiet time on their own, or time to talk to a staff member of choice.

Whatever a young person's outward demeanour following a physical intervention, the experience will have been emotive in some way and, although appearing outwardly calm, they may be continuing to experience a range of feelings such as anger, rejection, loss or hopelessness.

Before the end of the Day at New Barn:

- Record the incident on Sleuth's Restrictive Physical Intervention Record form
- Reassure the young people not involved and check for secondary trauma
- Debrief with colleagues or formally depending on seriousness of intervention
- If appropriate, complete the Accident forms
- Contact the parent/carer of the child

All such decisions/actions must be recorded by staff as necessary.

Within 48 Hours

SLT / Pastoral Team Should Decide/Check:

- Has anyone sustained any injuries? If so, arrange medical attention.
- Are the appropriate records complete?
- Are there any Child Protection or Disciplinary matters which require immediate attention?
- Has the Social Worker been informed?
- Does Ofsted need to be notified?
- Does the local Social Services Duty Office need to be notified?
- Is it necessary to inform the Police?
- Do the staff or young people require any immediate support?
- Does the young person (or do the staff) wish to make any representation or complaint?
- Are there any other immediate actions which should be taken?

All such decisions/actions must be made in consultation with the Head Teacher, Deputy Head of Primary, Deputy Head of Secondary or Pastoral Lead.

Staff Safety

Whilst staff have a clear duty to protect young people and others, they must not do so in a way which seriously compromises their own safety and well-being.

Restrictive physical intervention should never be used if staff do not feel they can achieve a positive or successful outcome, or the degree of danger to themselves or others is unacceptable.

When faced with violence, either sudden or as the end product of a spiral of aggression, the immediate task of the worker is to ensure they and the other people do not get hurt but, if this is impossible, withdraw to safety and summon support.

In these circumstances, staff must retreat from the situation and call for assistance from a colleague or a manager or, in extreme circumstances, the Police, in accordance with local protocols.

Where staff have been assaulted and/or injured during a physical intervention, they should consult a Manager with regards to guidance on the appropriate Police involvement.

In circumstances where staff cannot withdraw because, for example, they are cornered and they reasonably believe their physical safety to be compromised, normal priorities may have to be suspended in these cases:

- Stay as calm as possible.
- Stay confident, but do not aggravate the situation.
- Reassure the aggressor.
- Do not insist on maintaining authority; do not be afraid to lose face.
- Use verbal diffusion and distraction in order to escape the situation.
- Try to keep the aggressor at arm's length.
- If physically attacked or overpowered, shout for help.
- If necessary, protect yourself to avoid injury and to gain a few seconds.
- In these circumstances if staff feel able and if they are being assaulted, then they may overpower the attacker to gain relief, and to prevent further hurt or harm occurring.

Staff Discipline

Whilst the use of physical intervention is sometimes unavoidable to protect young people or others from harm, such action may lead to complaints and/or allegations of misconduct. Such complaints/allegations must always be thoroughly reviewed and, if necessary, investigated and may lead to child protection or disciplinary proceedings. However, staff will always be supported where they have behaved in the following way:

- By using any minimum action reasonably believed to be immediately necessary in response to a physical attack which endangers staff, children or others.
- Ensure that any response is proportionate to perceived risk.
- By acting in accordance with these guidelines.

The following may, however, be regarded as a criminal or disciplinary matter:

- Any non-accidental injuries inflicted on a young person (including emotional, physical or sexual abuse).
- Deliberately or maliciously injuring or inflicting pain on a young person.
- The use of racist or other discriminatory language.
- Initiating or provoking unnecessary conflict or confrontation.
- Bullying, intimidating or humiliating a young person.
- The use of non-permissible sanctions.