

# Castle School



## Behaviour Policy

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## 1. Philosophy

We believe that an individual's behaviour has a huge impact on how successful they will be in attaining their optimum quality of life. Behaviour and learning go hand in hand, and it is our primary aim to support pupils to become happy, effective and self-motivated learners and be able to regulate their own behaviour to enable them to be as independent as possible.

Many of our pupils come to us with difficulties in expressing their needs. We work hard to understand these needs, and to meet them through a curriculum tailored to them. We see any behaviour that is challenging or limits a pupils learning as a form of communication, and we need to be able to understand this communication, and respond to it by being proactive in designing our provision so that each pupil can feel safe and successful.

Our Behaviour Policy links to our Safeguarding & Child Protection Policy, our Physical Intervention Policy and DfE guidance on behaviour and exclusions. Governors also accept responsibilities with regard to Section 175 of the Education Act 2002 to ensure safeguarding and promoting the welfare of children and general duty within the Equality Act to eliminate discrimination.

Governors have examined their responsibilities under Section 88(1) of the Education and Inspections Act 2006 (EIA) to promote good behaviour and discipline in schools. Our governors have considered the statement of principles under Section 88(2) of the EIA in relation to the approval of powers of the Headteacher and staff, these include but are not exclusive of;

- Screening and searching pupils (offensive weapons are items that can harm are banned from the premises).
- The power to use reasonable force or physical contact
- When multi-agency assessment should be considered for pupils who display continuous disruptive behaviours.

## 2. Aims

At Castle we support our pupils in the best way we can, encouraging them to act in an appropriate, calm manner at all times through the use of positive reinforcement. We want pupils to develop autonomy, resilience and the ability to take safe risks and enjoy life to the full. We realise that all of our pupils need support or guidance with their behaviour at some level.

### 3. Definition of behaviour

Behaviour is a means of communication and all behaviour has a functional element. Challenging behaviour can be described as a communication of unmet needs. When supporting someone who is exhibiting challenging behaviour we need to look at what message the pupil is attempting to convey. We therefore need to interpret behaviours with care to try and consider the underlying issues.

Challenging behaviour can take a wide variety of forms from passive isolating behaviour to severe acting out and incidents of aggression. We understand challenging behaviour to be behaviour which;

- Prevents participation in social and educational activities
- Isolates the pupils from their peers
- Affects learning and the functioning of others
- Reduces the pupils opportunities for involvement in usual community activities
- Causes significant stress and additional demands on school, family and carers
- Places the pupils or others in physical danger
- Damages property
- Is self-injurious

### 4. Castle vision and beliefs

We believe that:

- Pupils intrinsically want to be engaged in learning in a calm and positive environment where they can succeed.
- All pupils should be supported to communicate their needs safely and appropriately. Pupils will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and well-being.
- With the right support and intervention all pupils can learn to improve their behaviour and thrive.
- Mistakes are part of the learning process and we recognise that all our pupils are at different stages of development. We need to consider the learning styles and needs of the pupils, including having realistic expectations of the rate of progress pupils make.
- All of our pupils have learning difficulties which impact on how they learn to behave
- All adults can learn strategies to support our pupils to improve their behaviour. This may be peer to peer, group or individual support and can draw on a range of

expertise within school and beyond (Lead professionals, Educational Psychologists, CAMHS, Blue Smile etc)

## 5. We can support the pupils in our school by

- A well-informed understanding of their needs
- The interventions/strategies we use
- Observation, evidence gathering and analysis- so that our interventions/strategies are well informed and planned
- Working in close partnership with parents and carers
- Investing time to allow the pupils to practise and make mistakes

### The quality of our relationships with each other and them

- Actively building trust and rapport
- Have high expectations and demonstrate our belief in our pupils.
- Treat our pupils with dignity and respect
- Listen respectfully and respond appropriately
- Invest in our relationships
- Consider what might be behind the behaviour
- See things through
- Keep our word
- Identify pupils strengths and build on these
- Apologise if we make a mistake
- Name and manage our own emotions
- Seek support
- Not talking about pupils over their heads or in front of other children

### The quality of our provision

- Accurately assess the pupils needs and plan to meet those needs
- Support the pupils to develop resilience
- Provide frequent positive reinforcement
- Know what motivates each pupil
- Personalise the pupils learning
- Encourage pupils where appropriate, to be involved in self-assessment and target setting and give feedback on their progress
- Actively teach pupils behaviour for learning

### Use of data collection and analysis

At Castle we have two ways of collecting data on the behaviour of our pupils:

1. Incident records - these are used to record any incident where there has been a risk to the health and safety of staff or pupils.

2. Engagement charts – the focus of these is behaviour for learning. We record any behaviour which prevents or impairs a pupil's learning, including low level non-compliance, inattention, sleeping etc.

This data is used to:

- Inform planning
- Prioritise interventions
- Communicate objectively to parents and outside agencies

## 6. Behaviour strategies

The range of strategies we use includes, but is not exclusive of;

- Accessible modes of communication
- Clear and realistic expectations
- Rules and classroom charters that pupils have ownership of
- Routines
- Rewards and consequences e.g. symbolic rewards, special responsibilities, communication with parents/carers, preferred activities. It is important that all consequences clearly link to a behaviour and that it makes sense to the pupil
- Restorative approach
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour
- Interventions such as TEACCH
- PHSE curriculum
- Use of our in-house Art therapist, Music therapist or Occupational therapist

## 7. Pupils with exceptional behaviour needs

Some of our pupils may need additional support to learn to manage their behaviour.

We do this by:

- Working in line with this policy
- Putting in additional resources/strategies, tailored to the pupils' specific needs
- Multi-agency review
- Observations
- Medical investigations to ensure that the pupils is not in pain or unwell
- Making routines/strategies more detailed
- Drawing up a risk assessment (see Appendix C)

## 8. Children and young people with mental health/well-being difficulties

Some of our pupils may need additional support to manage their mental health and well being

We do this by:

- Putting in additional resources/strategies, tailored to the individual
- Open door policy, giving pupils time
- Multi-agency working including close communication with those who know the pupil best
- Timetable/curriculum adaptations
- Detailed description of approaches to use for the individual

Some pupils need very specific and detailed planning, which could include a shortened day, off-site education or, in exceptional circumstances, home-based learning. When significant adaptations are made to a pupil's learning day, we always plan with parents/carers, multi-agency team and the Local Authority.

## 9. Bullying (including Cyber-bullying)

- We do not tolerate bullying
- Bullying should never be ignored
- All instances of bullying must be recorded
- Parents/carers should be informed by staff via telephone or in face to face contact
- Every instance needs to be addressed, in line with this policy, with each child or young person involved in taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
- Children and young people need to be supported to develop age appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber bullying

## 10. Discriminatory language/incidents

- Incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community
- They should be dealt with in line with this policy with further advice and a coordinated response from the Senior Leadership team.
- They MUST be recorded appropriately, including all follow-up action

- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other.

## 11. Law on behaviour and use of physical intervention

It is important to recognise that the use of restrictive physical interventions needs to be consistent with the Human Rights Act (1998) and the United Nations Convention on the Rights of the Child (ratified 1991). These are based on the assumption that every child and young person is entitled to:

- Respect for his or her private life
- the right not to be subjected to inhuman or degrading treatment
- the right to liberty and security
- the right not to be discriminated against in his/her enjoyment of those rights

Restrictive physical interventions need to be pupil specific, integrated with other approaches and clearly part of the pupils Behaviour support plan and Risk Assessment. They must not become a regular way of managing pupils or as a substitute for providing other training to staff.

In Cambridgeshire the term 'restrictive physical intervention' should be interpreted as describing direct safeguarding action. The term 'restrictive physical intervention' is defined by the DfES/DoH (2002) as being 'designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact...' There are 4 main principles underpinning any physical intervention:

- Restrictive Physical Interventions should, wherever possible be avoided.
- There are occasions when the use of such interventions would be appropriate.
- Such interventions should always be necessary, reasonable and proportionate to the circumstances.
- When restrictive physical interventions are necessary, they should recognise the need to maintain the dignity of all concerned as well as always being intended to preserve their safety.

It is a criminal offence to use physical force, or to threaten to use force (for example by raising a fist, or using verbal threat), unless the circumstances give rise to a 'lawful excuse' or justification for use of force. (DfES/DoH 2002)

Cambridgeshire County Council promotes the use of STEPS which is a therapeutic-thinking and trauma-informed approach to behaviour. The use of this enables staff to understand what causes positive and helpful behaviour as well as difficult or dangerous behaviour. Staff recognise that all behaviour is communication and unpick what the



behaviours are telling us. Our Staff focus on positive experiences and feelings, recognising that these usually lead to positive and helpful behaviour.

Further information about STEPS can be found at <https://www.pinpoint-cambs.org.uk/wp-content/uploads/2021/11/Cambridgeshire-Steps-guide-for-parents-September-2021.pdf>

STEPON is the basic training that all staff at Castle receive. This includes guidance on safe physical interventions for guiding and escorting pupils, and for personal safety.

STEPUP is training for physical interventions that can be used in a restrictive way. Staff are trained in these interventions on the basis of need, depending on the risks encountered when working with identified pupils.

The School maintains an up to date and accurate record of those staff authorised to use restrictive physical intervention strategies through the training they have received.

All incidents requiring physical intervention must be recorded in the 'Blue Book' which is kept in the Headteacher's office.

## 12.Restricting Liberties

At school, pupils may never be

- Locked in a room alone, without support or supervision
- Deprived of food/drink
- Denied access to a toilet

In exceptional circumstances a pupil may be moved to a safe space to reduce the risk to themselves and others. There must always be at least 2 adults present and a senior member of staff must be notified. If time out is a strategy that is recognised as successful for an individual pupil it must be written into the pupil's Risk Assessment and agreed with parents/carers. Any incidents must be fully recorded.

Corporal punishment is illegal and is never used in school.

Contingent touch may be used appropriately.

Holding may be used appropriately, similar to contingent touch but more directive in nature. Some pupils also request squeezing or deep pressure; this should be reflected in their BSP.

We need consistent behaviour management throughout the school and this is partly achieved through monitoring and reflection.

## 13.Exclusions

### Fixed Term exclusions

We do not believe that exclusions are the most effective way to support pupils and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed period of time, these circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of significant deliberate damage to property
- Repetitive situations which cause other pupils to feel emotionally or physical unsafe

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the pupil.

Exclusions can also be managed internally and a pupil may be removed from class for a fixed period of time.

### Permanent exclusions

In the event that Castle is not able to meet the needs of an individual pupil, we will always aim to work with the pupil's family and the Local Authority to identify a suitable alternative placement post exclusion.

## 14.Post incident management

Following an incident where physical intervention has been used, all involved, should separately be given the opportunity to reflect on and discuss in detail what has happened and what effect this has had on them and seek medical attention if required. Support for other pupils and staff witnessing the incident should also be considered.

For further information see the school's Physical Intervention Policy

## 15.Pupils with Autistic Spectrum Conditions

Pupils with ASC may be more likely than others to experience difficulties with the school environment and consequently may develop or display challenging behaviours. Careful environmental and behaviour management is needed to prevent problems and reduce patterns of entrenched behaviours. Castle recognises that many of our ASC pupils may require additional strategies/support in order to access the school day.

Staff have to be aware that their own actions and responses can be the cause of some of our pupil's behaviours through lack of knowledge of specific pupil needs. Staff need to be aware of the personal preferences and behavioural triggers of ASC pupils which are detailed in the BSPs for those pupils who require them.

We understand that appropriate behaviours must be taught. Consequences of actions must be made clear and the acceptance of change and flexible thinking be encouraged.

## 16. Restorative approaches

Relationships between children and young people and those who look after them should be guided by the following principles:

- Pupils and adults are all at different stages of learning and/or emotional development regardless of their age and how long they have been in one setting
- Effective communication resolves conflict.
- People have different skills/abilities to manage in any given situation.
- Those who present the most difficulties often have the greatest opportunity for change and development
- Change needs planning and managing
- Restorative practice is a framework for managing and learning about young people's needs
- Restorative practice also safely allows adults to acknowledge where they get things wrong and to put things right.

Restorative approach asks the following questions to the harmer:

- What happened?
- What were you thinking about at the time?
- What were you trying to achieve?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen to make things right?

And to those harmed:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?

- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Using the approach helps the pupil to understand the effects of their behaviour and, with support, identify ways of modifying it in the future.

Restorative approaches provide Castle with a range of practices which promote mutually respectful relationships and manage behaviour and conflict, address bullying and absences and build community cohesion. Restorative questioning allows those involved to tell their story, from their perspective, and be listened to in a way which assures no pre-judgment. At Castle pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion

## 17. Monitoring and Evaluation

This policy will be reviewed by the SMT/Governors every two years.

## 18. Referenced Documents

- Spring Common behaviour policy
- Samuel Pepys behaviour policy
- Granta School behaviour policy
- SSTEW document
- 'Supporting me' Cambridgeshire County Council document.

## 19. Other Relevant Policies

This policy should be read in conjunction with the following related policies and documents:

- Keeping children safe in education
- Safeguarding & Child Protection Policy
- Code of Conduct
- Disability Equality & Accessibility Policy
- Anti-bullying Policy (Pupils)
- Physical Intervention Policy
- e-Safety Policy (Pupils)

## Appendix A: Teaching to improve behaviour

This document sets out how analysis of behaviour patterns can inform our teaching, once behaviour data has been analysed

### **Framing the child's needs**

The basic principles underpinning the analysis of behaviour data should be that:

- Children want to learn
- Children want to be in a situation where there is harmony and goodwill
- Challenging behaviour is communication of unmet needs
- Meeting a child's needs will result in a decrease of challenging behaviour

### **Role of the behaviour support plan in promoting pro-social behaviours**

The behaviour support plan is the result of analysis of a child's challenging behaviour. It details how to decrease that behaviour through targeted intervention. Just as importantly, it should specify what skills or knowledge should be taught to the child so that they can start to meet their own needs.

### **Need for child-centred, sensitive analysis**

In the section of the behaviour support plan which asks, *'What is the child trying to achieve through their behaviour? What skills need to be taught in the long term to replace the need for the behaviour?'* it is vital that the response is framed with the child's perspective at the heart of it. For example, the child's behaviour may seem manipulative, but we need to ask ourselves what is the child's motivation for being manipulative. Similarly, we should not content ourselves with labels for behaviours which emphasise external judgements of the child such as:

- Attention seeking
- Wanting to do everything on their own terms
- Seeking only to get what they want seeking control
- Needing to learn obedience or to listen to adults

The following table may be of use in interpreting behaviours:

External judgement of the behaviour	What this may look like from the child's perspective	What may need teaching
Controlling	I need to know what is happening I need to manage high anxiety levels	An ability to use structures to map out the day An ability to relax An ability to tolerate change
Self-serving Putting themselves and their desires first	I do not realise that other people have lives separate from mine I do not know that people care for me	Early play experiences Reciprocity in relationships – turn-taking, ability to communicate effectively
Attention-seeking	I need to protect my fragile self-esteem I need extreme levels of attention just to keep my high anxiety levels in a manageable state	Positive relationships Trust
Defiant, Rude Aggressive, Avoidant disengaged	I am frightened	How to feel safe in my environment or relationships

## Appendix B: Developing an intervention for changing behaviour

### 1. REVIEW

#### Classroom Rules

Are there clear classroom rules and rewards?
Is the student clear about them? How do you know?
Are they constantly reinforced and checked?

#### Instructions

Does the student know what they are supposed to be doing? How?
How are instructions given and checked?
Are instructions verbal, demonstrated or visual?
Does the teacher go through an example with a student?

#### Learning style

What is the student's preferred learning style?
Is work presented in a variety of different ways?
Are there visual, auditory and kinaesthetic tasks in the lesson

#### Behaviour management

Is there a plan with clear targets? Was the student involved in this?
How is it monitored? Who monitors it?
Does the inappropriate behaviour appear in all lessons?
Are there certain triggers?
Has a functional analysis been carried out to see what the student is trying to communicate through the inappropriate behaviour?
How is the inappropriate behaviour dealt with at the moment?
What is the current pattern of interaction between teacher and student?

#### Emotions

What feelings does the behaviour evoke in you, the staff member?
Where do these feelings come from?
What does this seem to say about what the student's feelings
What are the feelings showing about underlying anxieties, expectations and beliefs?
What words are used by staff about this student?
What unconscious defence mechanisms appear to be in operation? <i>e.g. projection, transference, splitting, denial, omnipotence, displacement?</i>

#### Possible trauma

Is the behaviour showing possible effects of trauma on learning?
<i>e.g. following violence, loss, addiction, parental mental illness?</i>

### **Attachment patterns and the learning triangle**

Is the student able to engage in a relationship with the teacher?
Is the student able to do the task?
What kind of task engages the student?
Do they start immediately?
Do they want to do the task independently or do they need a lot of help?
What do they do when they are stuck?
Can they wait for help?
Can they ask for help?
Do they finish the task?
How important is it for them to get your attention?
What is their reaction to praise? Verbal praise? Written praise?
What is their reaction to criticism?
What type of attachment pattern may they be exhibiting?

### **Play development**

What stage of play is the student at? Play alone, play alongside, play by their own rules, invite others into their play, play by others' rules, negotiate?
Can they take turns?
Can they lose gracefully?
What happens when the student loses?
Does the student cheat?
Can the student share and show empathy?

## **2. ANALYSIS AND INTERPRETATION**

### **Separating descriptions of behaviour from interpretations**

What does the student do specifically which is inappropriate
When do they do this? With whom? What time of day? Which lesson?
When do they NOT do it? What is the difference situations where they do it and situations where they do not?

### **Interpreting the meaning of the behaviour**

How is the teacher interpreting the behaviour?
Are there examples of negative, judgemental identity statements?
What is the student actually doing
How could this be interpreted in terms of what they are trying to achieve for themselves?
Is this a learning opportunity
What skills is the student showing that they have not learnt? Is this included in their behaviour plan?



## Reframing feelings

What is the teacher feeling?
What is the student feeling?
What information is this giving us about the interaction?

### 3. REFLECT

### What appear to be the student's learning needs?

Do they lack some of the skills of a good learner?
<b>Do they appear able or unable to -</b>
Feel safe in learning new skills and be willing to take risks?
Have good self-esteem?
Seek help?
Concentrate and ignore distractions
Manage frustration, anxiety and disappointment?
Bear not knowing something?
Be optimistic
Wait for attention?

## Unmet needs

What is the student trying to get or fulfil with this behaviour?
e.g. control, affirmation, lessening of anxiety, safety, power?
What has the student not experience of?
A consistent adult?
Positive feedback on getting things wrong?
Containment and naming of overwhelming feelings
Trust

#### 4. SUMMARY AND PLANNING (to be transferred to behaviour support plan)

<p><b>Priorities highlighted from questions in previous three sections</b></p>
<p><b>What is the behaviour saying about the student?</b></p>

<b>What do they need to learn?</b>
<b>How will this be taught?</b>
<b>How will we know progress is being made?</b>

## Appendix C: Behaviour support and positive handling plan



### Castle School

### Behaviour support and positive handling plan

Name:

Date:

Name of target behaviour:	
Topography: (objective description of target behaviour)	
Triggers (what factors cause the pupil to choose to behave this way)	
Precursors (early warning signs that the behaviour is about to happen)	
Preventative/de-escalation strategies (how to steer the pupil away from the target behaviour)	
Reactive strategies (what staff should do in the first instance if the behaviour occurs)	
Dos	DON'Ts
Debrief/follow up/ consequences (how can we get the pupil to choose alternative strategies)	
Preferred positive handling strategies (highlight selected strategies) Offering an arm – offering an arm paired - supportive hug – supportive arm – open mitten escort – open mitten escort paired – open mitten guide – open mitten guide paired Elbow tuck – elbow tuck figure of 4 – elbow tuck lone worker – elbow tuck braced	
What is the child trying to achieve through their behaviour? What skills need to be taught in the long term to replace the need for the behaviour? Relevant EHCP outcomes and targets?	
Who is involved with this plan	
Review date	

## Appendix D: Template Letter to parents



CASTLE SCHOOL  
CAMBRIDGE

Headteacher: Chris Baker

Deputy Headteacher: Anne Haberfield

DfES No: 873 7026  
My Ref: /  
Date:  
Tel No: 01223 442400  
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Charity No: 1139105  
Address Courtney Way  
Cambridge CB4 2EE

Dear

In order that \_\_\_\_\_ gets the most from his / her time at school, staff that work with \_\_\_\_\_ have written the attached Behaviour support plan, or 'BSP'. I hope that you will appreciate that the plan has a positive emphasis in working with the behaviours \_\_\_\_\_ displays at times, and that having an BSP allows staff to work in a consistent, and therefore effective way. The BSP should have a review date when the strategies and need for the BSP will be discussed.

I should be grateful if you would sign and return the attached Behaviour support plan to confirm your understanding of the ways in which we propose to work with them. If you have any questions, please do not hesitate to contact the school.

Yours sincerely

Chris Baker  
**Headteacher**