

2023

## Behaviour Policy



**Becton School**  
Together We Can

Executive Headteacher, James Gibson  
Becton School  
February: 2022  
Approved by: Governing Body  
Review Date: September 2023

## Scope

1.1. This policy is applicable to Becton School, part of Nexus Multi Academy Trust as the overarching policy for how Behaviour Management and the use of Restrictive Physical Intervention is applied and administered.

## Key Beliefs

*At Becton School, we believe that:*

- Children and young people want to behave well
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- With the right support and intervention, children and young people can learn to improve their behaviour and manage well
- Mistakes are part of the learning process and we recognise that all of our children and young people are at different stages of the developmental process
- Some of our children and young people have additional needs which may impact on their behaviour
- All adults can learn strategies to support young people to improve their behaviour

*Adults can support the children and young people in our school by:*

- The quality of our relationships with each other and them
- The quality of our provision
- A well-informed understanding of their needs
- The scaffolding we put in place
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned
- Working in close partnership with professionals, parents and carers

*The scaffolding consists of:*

- Accessible modes of communication
- Clear and realistic expectations
- Rules
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour.

## Key Beliefs Explained

We believe that:

*Children and young people want to behave well*

- We believe that our children and young people are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community.

*Behaviour and Communication*

How children behave gives us important information about how they are feeling. We believe that:

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- Supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately.
- Children with additional needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.
- Children and young people can learn to improve their behaviour. Children and young people at Becton School may find learning difficult and this needs scaffolding and overlearning as we do with academic learning
- As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.
- Some of our children and young people learn in small, incremental steps over a very long period of time.
- Mistakes are part of the learning process. We support our children and young people to understand the impact of their actions and get it right the next time.

## Purpose

2.1. This behaviour policy is of paramount importance to the effectiveness of behaviour management. It is a practical document which includes clear guidelines for staff on practice and procedures relating to any incidence of behaviour within school. It follows guidelines set out in the following documents:

- The Education and Inspections Act (2006) sections 89 and 93;
- Behaviour and Discipline in Schools: Advice for Head teachers and school staff (January 2016);
- Physical interventions: a policy framework
- Positive and proactive care: reducing the need for restrictive physical interventions (2014)
- Equality Act (2010) part 6, chapter 1
- Ensuring quality services
- School teachers pay and conditions
- Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties
- Use of reasonable force (2013)

## Functions of Behaviour

3.1. The Becton School behaviour policy is underpinned by the ethos of unconditional positive regard. All staff should aim to understand the purpose of each individual's behaviour. When trying to understand this we must be aware of our own personal experiences and viewpoints and that these are not necessarily shared by the pupils we work with.

3.2. The function of the behaviour may be linked to a particular syndrome or disability and therefore we must ensure we do not discriminate against a child when dealing with these. For some pupils the function may be very difficult to discover, often for pupils with ASC it may be linked to a sensory integration difficulty. Consequences should be linked to the individual's behaviour and level of understanding. What is a negative consequence for one pupil may be a reward for another and this should be carefully considered.

3.3. The consequences for behaviour should be outlined on the pupil's individual education plan. It is important to recognise that positive consequences can also be reinforced.

## Good Behaviour at School

4.1. All adults have a responsibility to set a good example by modelling appropriate behaviours wherever they are in the school and whatever they are doing. Modelling ideal and expected behaviours will provide our learners with a positive model on which they can base their own actions.

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4.2. The Nexus Behaviour Leads Network (of which Becton is part of) have developed Guiding Principles which provide an over-arching ethos within all Nexus settings:

- 4.2.1. Trust academies use a restorative approach.
- 4.2.2. Trust academies use a consistent approach.
- 4.2.3. Trust academies model positive behaviour.
- 4.2.4. Trust academies acknowledge that behaviour is a form of communication.
- 4.2.5. Trust academies acknowledge that every day is a new day.
- 4.2.6. Trust academies are a safe place to make mistakes.
- 4.2.7. We are teaching our students to become functioning members of society.

#### 4.3. **Encouraging Good Behaviour**

4.3.1. At Becton we aim to encourage good behaviour by

- Actively build trust and rapport
  - Have high expectations for all children and young people. When we demonstrate our belief in them, it supports them to succeed and exceed what they thought possible
  - Treat children and young people with dignity and respect at all times
  - Offering every child and their family support to ensure every child feels safe and cared for. We will strive to build relationships with families as well as to liaise with professionals in achieving the best outcomes for each learner
  - Make informed judgements about how/when to respond
  - Modelling, explaining and forming class rules alongside learners to offer them ownership of their rules.
  - Ensuring we deliver an emotionally literate curriculum where self-esteem and self-control are fostered in order to enable our learners to become more socially and educationally successful.
  - Addressing any incidents of bullying.
  - Listen respectfully to the child or young person, talking with children about the decisions which affect them so they are aware of, and can take ownership of what will happen.
  - Adopting a child centred, personalised curriculum which includes a total communication approach and that encompasses all learning styles.
  - Consider what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify
  - Recognising, acknowledging, reaffirming and celebrating when learners show expected behaviour in all areas of their school life.
  - Encouraging learners to be responsible and to take responsibility for all they do.
  - Celebrating our successes, no matter how small they may be and in a way which acknowledges and celebrates the significant successes of every child.
  - Rewarding good behaviour through the use of rewards which have been personalised so they are meaningful to each learner.
  - See things through e.g. consequences in place as a response to particular behaviours, both desirable and undesirable
  - Quietly and calmly and firmly hold appropriate boundaries for the children and young people
  - Ensuring any criticism is constructive and fair with the overall focus being one of “making a good choice” or “making the correct decision”.
  - Keep our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly and honestly about why this has happened
  - Apologise if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect
  - Making sure we are fair and consistent both in what we ask of and expect from our learners according to his or her individual needs.
  - Recognising opportunities for learners to improve their behaviour in a positive manner.
  - Planning and organising the classroom and curriculum so that learners are interested and involved in their work.
  - Ensuring transition times are well thought through planned accordingly and communicated with learners in a sensitive manner.
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- Communicating with parents in order to celebrate children's successes and help them further improve their behaviour.
- Engaging with the services offered by the outside agencies to support families in encouraging positive behaviour and the setting of boundaries.

#### 4.3.2 Scaffolding

Rules support positive behaviour. They should be:

- Few in number
- Where developmentally appropriate, agreed with children and young people
- Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going to do
- Regularly referred to and reviewed by all staff with children and young people
- Appropriate to the activity and developmental range

Routines must be explicitly taught. The more consistency there is over routines, the easier it is for our children and young people. Routines also support behaviour for learning. They should be:

- Explicit
- Communicated in a way the child can understand
- Promote progress toward independence

#### 4.3.3 The language of choice

This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice

We link consequences to the choices they make, to help them make the best choice.

*This communication:*

- Increases children and young people's sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

#### 4.3.4 Consequences

- It is important for our children and young people to clearly link a specific behaviour with its consequence. This can be supported through appropriately levelled conversation and support
- The consequence needs to be a natural consequence, which makes sense to the child.
- It is also important for adults to review what has happened and ask the question "Was there anything that could have been done differently to support this child or young person to manage?"

Reparation means repairing relationships, or 'making good' in some way

We believe that children and young people should always be given the opportunity to repair. We achieve this by reflecting on the possible meanings of the behaviour, putting support strategies in place and using

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events as opportunities to teach young people about themselves and the effects of their behaviour on others

Where developmentally appropriate, we support children and young people to take responsibility for their actions and to repair it with the other person(s) involved/affected.

#### 4.3.5 Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g.

‘I liked the way you came the first time I asked.’  
‘I noticed how kindly you supported \_S\_. Thank you.’  
‘Thank you for returning to the activity so promptly.’

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school’s language. Descriptive praise supports behaviour for learning.

#### 4.3.6 Children and young people with exceptional behavioural needs

The majority of children and young people at the school will respond positively when staff work within these guidelines but some of our children and young people need additional support to learn to manage their behaviour.

We do this by:

- Working in line with this policy
- Putting in additional scaffolding, tailored to the specific needs of each child or young person
- Multi-agency review
- Observations in a range of contexts, including home visits
- Medical investigations to ensure that the pupil is not in pain or unwell
- Making the routines/strategies more detailed
- Drawing up a Risk Assessment and Behaviour Plan detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parent and other staff
- Drawing on additional resources from beyond the school, e.g. CAMHS
- EP support, Disabled Children’s Team and medical specialists
- Parental and family support to implement changes in strategies
- Some children need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning.
- When significant adaptations are made to a pupil’s learning day, we always plan jointly with the parents and carers and the Multi Agency Support Team, the Local Education Authority and external agencies

### 4.4. **De-Escalation**

4.4.1. De-escalation is used to describe how we would reduce the level or intensity of a given behaviour and it accounts for a considerable part of behaviour management at Becton. Staff develop excellent working relationships with pupils and have in depth knowledge about their needs through collecting and sharing relevant information. Staff observe pupil’s behaviour and aim to intervene early using tried and tested de-escalation techniques allowing staff to minimise risk for themselves and others around them. De-escalation techniques are often very subtle and may even be missed by people who are unfamiliar with the pupil. When used, techniques are monitored for their effectiveness and this is recorded on a pupil’s individual education plan.

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## Positive Handling

5.1. Becton staff work within Sheffield Children's Hospital on two of our sites. Sheffield Children's Hospital clinical guidance has adopted Maybo as the statutory behaviour de-escalation program to support patient safety. As a result, the staff at the Becton site are Maybo trained. Maybo believes behaviour management training should be based on values that promote respect and choices for the individual. Maybo learning methods are consistent with the principles of positive behaviour support - focusing on primary and secondary strategies for preventing and defusing behaviours that represent a risk to safety.

The training helps staff:

- Better understand a child's physiological and emotional needs that may act as a learning barrier
- Make improvements to the learning environment
- Engage children in ways that reduce behaviours of concern

Alongside proactive strategies to meet needs through a human rights approach, Maybo de-escalation strategies help staff to safely manage challenging situations that arise, with the aim of reducing the need for restrictive practices. Maybo's curriculum is approved by the Restraint Reduction Network Training Standards

5.2. Positive handling should only be used when de-escalation techniques have been tried and have been unsuccessful or an emergency situation presents itself.

5.3. *Section 550a of the Education Act 1996* allows teachers and other members of staff authorised by the Headteacher, 'to use such force as is reasonable in circumstances where the pupils may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage property'.

5.4. In Becton all staff permitted to use positive handling techniques by the Head Teacher are Maybo trained. This training is updated every year and it is fundamentally a whole team approach. Preferably, the minimum number of staff required to deal with an incident is two. This is for various reasons e.g. even if the other person does not become physically involved, they can act as a witness, offer advice and support as a critical friend, or get more help if required. However, there are occasions when one person arrives to an incident first and may have to take action alone. For this reason, the Maybo programme includes single person responses as well as team responses when guiding pupils.

5.5. Maybo techniques apply a gradual and graded approach and are designed to 'minimise risk and help people maintain positive relationships'. Staff undertaking positive handling must use their professional judgement to ensure that their response is always 'reasonable, proportionate and necessary'.

## Restrictive Physical Intervention (RPI)

6.1. Although every effort is made to observe and intervene early to keep incidents low key occasionally some pupils need more intense intervention in the form of Restrictive Physical Intervention (RPI). RPI refers to the positive application of force with the intention of protecting the pupil from harming themselves, others or seriously damaging property.

6.2. When using RPI staff must always consider:

- 'The best interest of the pupil (considering medical needs, physical disabilities, sensory impairments)
- What is a **reasonable** amount of force?
- What intervention is **proportionate** to the circumstance
- Which intervention is **necessary**'?

6.3. Furthermore, if RPI is required staff must be aware of elevated risks for the following interventions:

- Positional Asphyxia,
  - Pressure to the neck
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- Prone holds (lying on front)
- Supine holds (lying on back)
- Seated holds
- Standing holds
- Extreme Exertion

6.4. **ALL** staff must monitor pupils closely during any RPI and look out for signs of distress. If pupils experience any distress staff must immediately modify the supportive hold or release the pupil. This must then be clearly recorded on the CPOMS database and reported to the SLT to ensure it does not happen again.

## Time out, Withdrawal and Seclusion

7.1. It is imperative for staff to understand the subtle differences between time out, withdrawal and seclusion to ensure that they are acting both within the school guidelines and more importantly within the law. The *DFES/DOH Guidance (2002)* defines these areas as:

- **Time out** involves restricting a pupil's access to positive reinforcements as part of a behavioural programme e.g. When a pupil needs a low stimulus environment in order to support them for a short period of time.
- **Withdrawal** is removing a pupil from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.
- **Seclusion** is when a pupil is forced to spend time alone against their will. (This requires statutory powers)

7.2. If time-out or withdrawal is used as an ongoing behavioural strategy they must be

- Shared with parents
- Signed up to by all relevant parties
- Recorded on CPOMS database

## De-briefing Post Incident

8.1. Where appropriate pupils are given the opportunity to think about an incident afterwards. This is done on an individual basis which is linked to the pupil's level of understanding and these ideas are included in pupil's communication plan. De-briefing aims to help pupils understand what has happened and why, learn better ways to act in given situations and rebuild relationships with those involved. It focuses on how the pupil feels and what their unmet need was or what they were trying to communicate.

8.2. In addition to this it is also important for staff to have the opportunity to debrief following an incident. This is usually done informally during a meeting at the end of the day. Staff also have the option to meet with and discuss an incident or behaviour with the senior leadership team (SLT) if they choose to do so.

8.3. All communication plans are monitored and evaluated during meetings. They are updated as required but best practice is for them to be updated if there is a change in behaviour or if the severity or frequency of a behaviour increases. It is always worth considering if the change in behaviour is due to a physical pain and any clues the pupils can tell us should be noted down to share with parents/carers.

8.4. After a suitable period of time if a communication plan is having minimal impact staff may seek further guidance through liaison with colleagues, the senior leadership team to further discuss issues and

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share ideas. If pupils continue to display inappropriate behaviours it may be necessary to seek further guidance from outside professionals.

## **Recording**

- 9.1. Any incidents that require the use of RPI must be recorded on the CPOMS system.
- 9.2. In addition to recording RPI staff are encouraged to use CPOMS to its full potential by tracking both serious and minor incidents. The database is able to interrogate data to identify patterns and the results can be presented in a variety of ways. This information should be used to proactively inform behaviour plans and monitor the effectiveness of changes made.
- 9.3. It is the responsibility of the staff involved in an incident to record it on the CPOMS database as this person has the most knowledge of the how and why the incident has occurred. It is best practice for staff to input any serious incidents as a team to ensure all information is included and correct.

## **Use of CPOMS data**

- 10.1 The CPOMS database is monitored both daily and weekly by a member of the SLT who is looking out for any arising issues or serious incidents. At the end of each half term, all of the data that has been logged across the school is collated and analysed for patterns and trends.

## **Communication Plans**

- 11.1. Children or young people who are identified as likely to require the use of force to control or restrain as part of their behaviour management will require a 'Communication Support Plan which will be additional to their Individual Education Plan. This is drawn up by the team, the SLT and is shared with all staff, parents or carers, other agencies involved and the child or young person if appropriate.

## **Informing Parents/Carers**

- 12.1. At Becton we feel that sharing information between school and home is imperative to help decode and understand what a pupil may be feeling or trying to communicate. Sharing systems that work and the pupil is able to use enables the transfer of skills across both settings and in keeping with this, staff aim to share all updates with parents/carers.
- 12.2. Following a serious incident or any incident where RPI has been involved staff will inform parents/carers.
- 12.3. Parents/carers should be involved in the development of behaviour plans.

## **Informing Other Agencies**

- 13.1. Occasionally it may be required for school to update other agencies involved with pupils. CPOMS data may be used to inform medical or multidisciplinary meetings and where possible this should be communicated with parents and carers beforehand. In line with the legal requirements set out by the Data Protection Act (2018) any personal information will be used correctly and safely.

## **Injuries to Pupils and Staff**

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- 14.1. If a pupil or member of staff is injured during an incident the incident must be recorded on CPOMS.
- 14.2. If a child is injured during an incident they should seek medical advice from a first aider as soon as they are calm enough to receive it. Parents/carers should be informed via a letter from the First Aider or by phone.
- 14.3. If a member of staff is injured during an incident they should leave the incident as soon as it is safe to do so and receive medical advice from the First Aider.
- 14.4. All staff should refer and adhere to the *Health and Safety Policy* for further guidance in this area.

## Safeguarding, Complaints and Whistleblowing

- 15.1. As outlined in the Nexus *Child Protection and Safeguarding Policy* we strive to 'create an environment and an ethos whereby all staff and volunteers feel able to raise concerns'. Therefore, we encourage staff that are concerned about the wellbeing of a pupil or feel that an incident has not been dealt with in the best interest of the pupil to adhere to the Child Protection and Safeguarding Policy, Complaints Policy and the Whistle Blowing Policy for further guidance.

## Further Support

16.1. If RPI has been used on one occasion the child's family must be informed on the same day (i.e. a phone call home from the Class Teacher or Teaching Assistant). Discussions between the SLT, and Class Teacher must also take place. Here an agreement will be made and recorded as to the most appropriate RPI to be used should the situation arise again. This must be built into the child's Individual Support Plan.

16.2. At this point the team will:

- Undertake ongoing observations
- Attend meetings where they will engage with others to look at developing a structured support.
- Implement this whilst continuing to observe and record using the Record of Behaviours This will then be monitored for a further half term at which point staff will work alongside the SLT to evaluate the Hierarchy of Support.
- If the team conclude this is working it should be continued but evaluated regularly.
- If the team conclude the plan is not working, then a meeting with the SLT should be arranged. This will enable the team to discuss and determine the next steps including referral to outside agencies.

16.3. At Becton we acknowledge and value the support offered to us by outside agencies (e.g. the Educational Psychology Service). Where learners have not benefited from a modified approach to the behaviour system the class team will contact the school's Senior Leadership Team and a referral will be made to the relevant outside agency/agencies. The school will then work alongside such agencies to support learners.

## Bullying (including Cyber-bullying)

17.1 At Becton:

- We do not tolerate bullying
  - Bullying should never be ignored
  - All instances of bullying must be recorded
  - Parents and 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 taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
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- 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

Further guidance is available in the school's Anti-Bullying Policy, which is available on request from the school.

## **Discriminatory language/incidents**

18.1 At Becton:

- Although quite rare, 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 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

Further guidance is available in the school's Equalities Policy, which is available on request from the school.

## **Fixed-term Exclusions**

19.1 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.

19.2 In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

19.3 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 child or young person.

19.4 Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

## **Permanent exclusions**

20.1 It is extremely rare for us to permanently exclude a pupil at Becton School.

20.2 In the event that Becton School is not able to meet the needs of an individual pupil, we will always aim to work with the child and young person's family and the Local Education Authority, to identify a suitable alternative placement and take an active, supportive role in any managed moves.

20.3 All exclusions will always be reported to the Governing Body, Nexus MAT, Local Authority and, where appropriate, the allocated social worker and multi-agency teams.

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