

# Behaviour Policy



<b>Policy Ratified on</b>	<b>27/11/2024</b>
<b>Signed Chair of Governors</b>	<b>N/A</b>
<b>Signed Headteacher</b>	

# Behaviour Policy



## Introduction

### 1. Roles and Responsibilities

#### 1.1 Governors

#### 1.2 Headteacher

#### 1.3 Assistant Headteacher (Behaviour) – Head of Behaviour

#### 1.4 Senior Leadership Team/Phase Leaders

#### 1.5 Whole School Staff

### 2. Behaviour Structure

#### 2.1 Code of Behaviour – Our School Expectations

### 3. Behaviour Curriculum

### 4. Specific Support: Working with individual/small groups of pupils with complex needs

### 5. Strategies, Praise and Rewards

### 6. Supporting and Understanding Pupil Behaviour

### 7. Consequences

### 8. Prohibited sanctions

### 9. Procedures for behaviour support, monitoring, evaluation and review

### 10. Positive Physical Contact

### 11. Planned Restrictive Physical Interventions (RPI)

### 12. Recording of Incidents

### 13. Support and Training for all Staff

### 14. Banned items

### 15. Bullying (Please refer to Anti bullying policy)

### 16. Complaints

### 17. Police

# Behaviour Policy



## **Policy links to: Physical intervention policy, Exclusion policy, Anti-Bullying policy and Complaints policy**

This policy takes into account statutory information and guidance contained in, or provided by, the following documents. It is the responsibility of the Senior Management Team to ensure staff are sufficiently briefed regarding their legal responsibilities:

- Education Act 1996
- The Education and Inspections Act 2006
- School standards and Framework Act 1998
- Education Act 2011
- Equality Act 2010
- Behaviour in Schools - Sept 2022

**Sidestrand Hall School** seeks to create a happy, secure environment. Where everyone at the school can experience success, respect for their individuality and realise their unique potential.

We will -:

- Involve pupils in decisions regarding their education, care and managing their lives.
- Nurture talents and abilities of the individual.
- Promote success in learning by encouraging a sense of curiosity and love for learning so that it will develop a determination to achieve beyond expectations.
- Work in partnership with parents, other schools, agencies and the outside community to promote an inclusive education and sense of citizenship.
- Promote independence, encouraging intellectual, emotional, spiritual and healthy growth so that pupils can develop lifelong learning.
- Respect each other, working together so that everyone feels equally safe and valued.
- Provide an enriching and challenging curriculum which addresses person centred approaches relating to individual needs.

# Behaviour Policy



## **Adults**

The Headteacher, Senior Leadership Team, Governors and Staff believe that all members of the school community should-:

- Show respect for one another.
- Avoid confrontation by managing conflicts and diffuse through the use of constructive de-escalation strategies.
- Work together to enhance learning and self-esteem.

## **Pupils**

It is our aim to promote positive behaviour in our pupils to-:

- Promote and provide a stable and safe social learning environment.
- Develop self-regulation and self-management of the behaviour of our pupils by supporting and encouraging them to be responsible for their own behaviour and understand that their actions have consequences and affect others.
- Show respect for the school environment and its resources.
- Involve pupils in discussing and commenting on their own behaviour.

## **Parents/Carers**

Sidestrand Hall School is required to have a home/school agreement, and parents/carers are required to sign this. We also ask that parents support the school and our pupils by-:

- Supporting decisions made by the school in relation to behaviour, uniform, and general conduct
- Allowing students, where possible, to attend trips, visits and other educational experiences.
- Informing the school of any changes to personal circumstances, medical issues, or anything that may affect pupils when in our care.

## **Home/School Agreement**

The Home/School Agreement makes clear our expectations regarding the promotion of positive behaviour in our school. We will contact parents/carers if we have any issues or concerns surrounding their child.



## **1. Roles and Responsibilities:**

### **1. Governors**

The Governing Body will ensure that there is a Positive Behaviour Policy in place and review its implementation annually.

### **2. Headteacher**

The Headteacher will lead on and oversee the implementation of the Positive Behaviour Policy, evaluate its success periodically with staff, and report to Governors at least annually on its implementation.

### **3. Assistant Headteacher (Behaviour) – Head of Behaviour**

Is responsible for regular analysis of behaviour through scrutiny of incident reports and monitoring records. Weekly behaviour meetings take place for staff to seek further advice/support and to analyse and develop strategies as to how best to support highlighted young people going forward, as well as termly updates for Governors.

### **4. Senior Leadership Team/Phase Leaders**

Members of the Senior Leadership Team will ensure that:

- The Positive Behaviour Policy is active in their areas and that all areas of concern are shared with their staff.
- Staff are supported in implementing strategies to support pupils.
- OPP's/Behaviour Plans/Individual Risk Management Plans are in place outlining the support individuals need in achieving positive behaviour and success in school. These are working documents and as such reviewed and updated when needed and at least twice every academic year (Oct & June), or at any other time throughout the year when circumstances require.
- School Behaviour refreshers are held on an annual basis for all staff. Additional Step-on training is provided for all teachers and Teaching assistants and is refreshed every two years every two years. Step-Up training is provided for a select group of staff and refreshed annually.

### **5. Whole School Staff**

All school staff will work together to implement the Positive Behaviour Policy, using a consistent, positive approach to the School values, the School Expectations and the behaviour curriculum. Across phases, the behaviour curriculum uses the Zones of Regulation at a whole class level and, where identified by Phase Leaders, on a one to one basis. This policy has been put together in consultation with all school staff and parents who have all had the opportunity to share ideas, strategies and best practice.

# Behaviour Policy



## 2. Behaviour Structure

We believe that it is vital to maintain a consistent approach to behaviour within the school. However due to the complex nature of our young people it is also important to remain flexible and put behaviour in the context of the young person and their individual barriers to learning and experiences. To provide a framework within which we strive to ensure the school is a safe and positive environment for every young person within it we have developed a 'Levels' based approach to categorise how an incident should be considered when it arises. This stems from the 6 school expectations which are below.

To support consistency across the whole school every class/teaching area has a Behaviour for Learning (B4L) chart and booklet. This document includes the following:

- Use of House Points and the rewards which result from collecting a certain number.
- School Expectations linked against the incident levels, offering suggested consequences at each level and who is responsible.
- Practical advice to support de-escalation through limited choice, positive phrasing and the language used as well as other 'Top Tips' such as use of scripts, Zones Of Regulation and creating a welcoming, tidy environment.
- Visual reminders of correct guides and escorts which can be used to support pupils - **these are not Restrictive Physical Interventions**.
- Please see Appendix 2 for this document.

### 2.1 Code of Behaviour – Our School Expectations:

<u>School Expectations</u>	<u>Schools Values</u>
Keep everyone safe/keep everything safe	<ul style="list-style-type: none"> <li>• Safe</li> <li>• Independence</li> <li>• Kindness</li> </ul>
Right things/Right place/Right Time	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Resilience</li> </ul>
Listen to and show respect to adults within the school	<ul style="list-style-type: none"> <li>• Kindness</li> <li>• Aspirational</li> <li>• Safe</li> </ul>
Kind words	<ul style="list-style-type: none"> <li>• Kindness</li> <li>• Fun</li> </ul>
One voice at a time	<ul style="list-style-type: none"> <li>• Kindness</li> <li>• Fun</li> <li>• Resilience</li> </ul>
Hands/feet to yourself	<ul style="list-style-type: none"> <li>• Kindness</li> <li>• Aspirational</li> <li>• Safe</li> </ul>



### 3. Behaviour Curriculum

At Sidlestrand Hall School we believe that pupils need to proactively learn positive behaviours and routines and take an active role in being responsible for how they behave and their actions. Every available opportunity is made to teach, model and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills. Preventative planning and intervention at an organisational, classroom and individual level can help alleviate situations by providing support to a pupil allowing them to remain composed, maintain their self-esteem and dignity and providing opportunity for them to continue their activities in a positive way.

Opportunities are planned and delivered through our school curriculum. Positive Behaviour is promoted through:-

- Everything we do in school, including how we greet the young people, staff and visitors.
- Positive Role Modelling: Building positive relationships with staff and pupils, modelling good behaviour and rewarding behaviour, in line with our rewards and sanctions policy,
- Zones of regulation - whole school and consistent approach to overtly teach pupils to recognise and manage their feelings, and to have pre-determined strategies to support them with their emotional regulation.
- 3/5 Point Scales - for individual pupils who have been identified by class teacher and following discussions with Pastoral Lead/SLT. A highly targeted and individualised approach to support pupils with recognising how they are feeling and to offer specific, tangible strategies to avoid escalation in behaviours when dysregulated. Pupils are involved at every stage of the programme to encourage ownership of the program.
- RHSE:
- SMSC and Assemblies: School assemblies are undertaken on a weekly basis, themed assemblies and achievement.
- Regular opportunities are made for staff training and INSET to support staff in developing inclusive curriculum opportunities and practice, as well as behaviour management.
- Structure and Routines: Whole school/class and individual routines are clear and consistent to promote and improve positive attitudes to learning. This is achieved through imaginative planning that takes into account engagement, different learning styles and visual support strategies. Class and individual visual timetables are used to support our pupils throughout the school day.

# Behaviour Policy



- Dinner times and playtimes: Structures are put in place to promote and develop calm dinner times and happy playtimes.
- Music and the performing arts: Planned curriculum opportunities are in place to raise self-esteem including performing plays, talent shows, theme days, outside theatre performances etc.
- Use of the House System to develop a sense of belonging and togetherness, competition, provide opportunity for a broader range of learning activities, and enhanced opportunities for students to work across the school with different pupils/staff, including theme days and House based projects.
- PE Curriculum: Inclusive PE and School Sport sessions are delivered by specialist teachers across the whole school. Emphasis is placed on developing confidence, core skills, partner work, team games/building. This also takes place through intra and inter school opportunities, links with local mainstream and special schools, opportunities for team competitions, festivals and celebrations.
- TRIPS/Residential Holidays: Pupils have the opportunity for regular class visits linked with curriculum topic areas. In addition to this, visitors and speakers are regularly invited to come and speak to our pupils.
- School council is in place to allow students to take an active role in the running of the school, and involve them in the decision making process. School council members are selected on a 1 per tutor group and two from residential, therefore providing representation from across all aspects of the school.
- The Transition co-ordinator is in place to ensure the smooth integration of pupils into the school, new key stages, or onto other stages of their lives.
- ELM (Education and Learning Mentors) are in place to assist students with support for a broad range of issues, and assist staff with all aspects of behaviour including responding in real time, planned interventions, reward and consequences.

#### **4. Specific Support: Working with individual/small groups of pupils with complex needs**

At Sidestrand Hall School we recognise that some pupils require extra support/differentiated opportunities in order for their specific needs to be met.

- Managing Transition: Many of our pupils find transition times difficult (e.g. arriving at/leaving school, lunchtimes/moving between lessons). Support can be put in place through the use of visual timetables and adult support. These strategies help pupils to cope with these transitional times more successfully during the school day.



# Behaviour Policy



- Visual Support: Individual or class visual timetables are used to support pupils in class. Positive behaviour reminders, smiley face charts and PECs (Picture exchange communication system) and Sign-along are also used where supportive.
- Social Stories: Where necessary, some pupils have specific visual reminders made for them that model expected behaviour. This may be in advance to support an upcoming event.
- Protective behaviours: Specialist provision in Protective Behaviours is planned and delivered to ensure pupils know how to keep themselves safe and seek support if needed. Targeted support (ELM) is provided for individual or small groups of pupils to support understanding and the recognition of their feelings and the feelings of others.
- ELM (Education learning Mentors) is used as previously described.
- Use of staff/targeted Support: Staffing provision allows for 1:1 support in lessons, transition and play times where necessary.
- One Page Profiles: These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate.
- Intervention staff will work 1:1 and with small groups, on areas of need identified by staff.
- The Thrive Programme is in place for pupils identified by phase leaders and SLT. This is delivered by tutors and specialist Thrive staff on a 1:1 or small group basis.
- Emotional Literacy - delivered to identified individuals and supported by specialist trained staff.

## **5. Strategies, Praise and Rewards**

At Sidestrand Hall School we recognise positive behaviour through praise, affirmation and modelling.

Positive behaviour is never taken for granted but is actively taught and reinforced. A range of rewards are consistently applied throughout the school and staff, pupils and parents are clear on what behaviour is acceptable and the consequences that will follow.

- Creating positive choices/options
- Sharing strategies
- Jobs/Responsibility
- Verbal Praise

# Behaviour Policy



- Reward charts (class and individual)
- Awards and Certificates
- Mini Rewards - in class, immediate, 5mins.
- Big Rewards - planned, part of wider strategy, use of wider school facilities/activities.
- House Points - Students can earn House Points in lessons for positive behaviours and work. These can also be awarded for conduct around school and representing the school in extra-curricular activities and competitions.

It is vital that positive affirmation be given immediately to link the behaviour/work to the reward, and so the pupil is able to understand the positive cause and effect.

The core values of Sidestrand Hall School (Kindness, Fun, Safe, Resilience, Aspirational, Independence) should be central to everything we do and to reinforce this, rewards should be linked whenever possible to these.

## **6. Supporting and Understanding Pupil Behaviour**

There is often an underlying reason for a pupil who displays challenging behaviour, and it is important that all staff recognise this. Staff will always work with pupils, parents and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils.

In some situations the use of consequences may be appropriate in order to support pupils to behave appropriately and learn acceptable behaviours, enabling them to access the learning environment in a positive way. A graded approach to the use of consequences, clearly explained to the pupils, is used throughout the school.

- Early intervention/distraction/diffusion
- Behaviour reminders/use of voice intonation/visual cues/support
- Social Stories
- Time Out – timed and supervised by staff in the classroom or if necessary an alternative learning space (ELM). Pupils may be supported to reflect on their actions during this time.
- Risk Management Plan/ Roots and Fruits – for pupils requiring on going planned support

# Behaviour Policy



- Individual Behaviour Plan - these are bespoke and highly individualised documents to directly support the individual pupil. SMART targets clearly identified along with suitably bespoke consequences and rewards. Written by class teachers with input from the Phase Leaders/SLT at every stage.
- Physical intervention through use of Norfolk Steps (see physical intervention policy)
- Exclusion – in some exceptional circumstances, and when all other measures have been unsuccessful, it may be necessary to exclude a pupil from school.

It is vital that consequences be given immediately to link the behaviour to the sanction, and so the pupil is able to understand the negative cause and effect.

## **7. Consequences**

It is also important for pupils to learn that there sometimes need to be consequences for their behaviour e.g. when they hurt another child they need to apologise. Staff at Sidestrand Hall School will always ensure that an appropriate consequence follows an incident. Where possible we will use a Restorative Justice (RJ) approach to incidents. It may simply involve asking the child the following questions;

- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned so as to make a different choice next time?

Consequences (either in conjunction with ELM, or in class/school) can take the form of the following;

- Completing tasks
- Limited access to outside space
- Escorted in social situations
- No use of minibus/car
- Assisting with repairs
- Differentiated activity space
- Restorative meetings



## **8. Prohibited sanctions**

The following sanctions should NOT be used in any circumstances to promote positive behaviour-:

- Corporal punishment (or the threat of it)
- Imprisonment, no child to be locked in a room against their will on their own.
- Deprivation of food and drink
- Deprivation of sleep
- Deprivation of medical or dental care
- Requiring the wearing of distinctive or inappropriate clothing
- Fines
- Intimate physical searches

This list is not exhaustive. The pupil's well-being and dignity must always be paramount and maintained at all times.

## **9. Procedures for behaviour support, monitoring, evaluation and review**

If a pupil displays behaviour that is of a concern to staff, the following process can be implemented in order to support their behaviour.

1. Record the incident on Arbor at the appropriate 'Level'. Discuss with the class team and inform parents/carers.
2. Class team to monitor ongoing behaviours and highlight/identify behaviours of concern with the Phase Leader and Behaviour Team. Maintain regular contact with parents/carers.
3. Establish an Individual Risk Management Plan (IBP) to highlight areas of concern and how best to support the young person. If an IBP is already in place, review and amend as necessary. This will be completed/amended with support from the phase leader or Head of Behaviour. Discuss with parents/carers. Share with all staff.
4. If the pupil is at risk of requiring a Restrictive Physical Intervention (RPI), or an RPI has taken place then a full analysis of the pupil will need to take place - Audit of Need/Roots & Fruits - within the guidance of 'Norfolk Steps'. This will be completed in conjunction with the ELM/Behaviour team. A copy of this will be sent to parents/carers to review, sign and return to school.



5. Review regularly all support plans: Plans are to be monitored and reviewed on a twice yearly basis, or whenever necessary by class tutor - supported by Phase Leader and/or Head of Behaviour.

## **10. Positive Physical Contact**

At Sidestrand Hall School we recognise the importance of positive physical contact for some of our pupils. Staff and adults should, however, always be aware of sensitivities of any form of physical contact with children/pupils and ensure that they are never in a situation where they are alone with a pupil. However, contact between children and adults might be appropriate for a variety of reasons, including:

- Holding hands with a child in the playground – as per Norfolk Steps protocol. This is only to be encouraged with those individual pupils who seek and require this higher level of support when moving around, particularly those with additional sensory needs.
- Calming/reassuring/comforting contact with a child that upset or injured
- Guiding a pupil/child away from a situation or location - as per Norfolk Steps
- Supporting a pupil in PE/Drama activities
- Using hand on hand/arm support in a lesson

Any physical contact has to be managed in order to make sure that it is appropriate and leaves neither party vulnerable. Factors to consider might include:

- Knowledge of the child, e.g. history/background
- Age (and age difference) – of child and adult
- Context – where, when, why
- Relationship between staff member and child
- Gender

**At all times, staff should consider the Norfolk Steps strategies and procedures when dealing with students.**

## **11. Planned Restrictive Physical Interventions (RPI)**

Planned restrictive physical intervention can be viewed as positive, because it is committed to keeping children and adults safe in a variety of settings. On some occasions there may be a need to physically intervene/support pupils in order to keep them safe or where there is a clear risk. These include:-

# Behaviour Policy



- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Parents will be informed once any such planning has been implemented.

All school teaching staff, teaching assistants and regular cover supply staff are trained in the use of Norfolk Steps (as advised and supported by Norfolk County Council). Staff have an initial one day training course that covers behaviour management, de-escalation and supportive guiding techniques (Step On). Where there is an identified need, further Restrictive Physical Intervention (RPI) training is available through Norfolk Steps (Step Up). All trained staff are required to complete refresher courses when necessary.

Further information on the use of Physical Interventions can be found in the following policy-:

“Physical Interventions in the Management of Challenging Behaviours”

## **12. Recording of Incidents.**

All incidents should be recorded in order to identify, monitor, track and provide evidence of pupil behaviour/injury etc. All staff to be made aware through induction and training of the correct procedure for the reporting and recording of incidents.

Sidestrand Hall School uses Arbor, an on line recording system to record both positive and negative incidents. It is the responsibility of staff to familiarise themselves with this system. For support on using Arbor please refer your questions to the Head of the Behaviour team.

**For any incident requiring the use of RPI, a record will be kept in a bound, numbered, and handwritten book. These can be found in ELM. Main House Residential Office and Clement Lodge. Staff are also required to complete a Restrictive Physical Intervention Record, which is then filed in ELM.**

## **13. Support and Training for all Staff**

Within the first half term of starting employment at Sidestrand, all new staff will be required to take part in a Behaviour Induction session led by the Head of Behaviour and Elm team. This will cover the Behaviour Structure, recording of



incidents and use of individual RMPs. This is also an opportunity to instil the general ethos of positive behaviour management we strive for at Sidestrand.

Behaviour management training and physical intervention skills are taught to staff under the banner and guidance of Norfolk Steps and is currently delivered by in-school Norfolk Steps trained instructors. However additional support and training can be offered as necessary to support staff in dealing with challenging pupils at any time. If this involves Norfolk Steps procedures, then the schools' Norfolk Steps tutors should be consulted. Any extra requirements can be either delivered in house or outside of school, for example: sharing best practice, staff meetings, observing other teachers/staff or attending a course on specific behaviours. ELM or the Assistant Headteacher in charge of Behaviour can assist any member of staff with strategies or provide general support.

## **14. Banned items**

Under no circumstances should Alcohol, Drugs, Vapes or associated paraphernalia be brought onto the school site. Weapons are also banned on the school site including pen-knives or multi-tool knives. Any prohibited item will be immediately confiscated for the safety of all members of the school community.

## **15. Bullying (Please refer to Anti bullying policy)**

At Sidestrand Hall School we strive to ensure that our pupils feel safe and happy at school. School is committed to working with staff, pupils, parents and carers to create and maintain school community where bullying is not tolerated and positive behaviour is promoted. To assist us with monitoring incidents of potential bullying all Peer on Peer incidents are recorded under a standalone level on Arbor (3C). This enables staff to monitor and identify any repeating patterns of incidents and pro-actively investigate and support both parties as needed.

The aim of the Anti-Bullying Policy is to ensure that staff and pupils learn and work in a supportive, caring and safe environment.

## **16. Complaints**

At Sidestrand Hall School we are committed to ensuring that our pupils feel safe and happy at school. If you are concerned about an incident involving your child or another child please contact the school as outlined below:

1. Class Teacher: All class staff are trained in the first instance to give priority to pupil/parent concerns and to record and pass on appropriate information, if needed to senior staff, staff/parents.

# Behaviour Policy



2. If you wish to take matters further then you may wish to contact a Phase Leader, Head of Behaviour or designated member of the Senior Leadership Team:

If the matter is still not dealt with to your satisfaction, then the school's Chair of Governors can be contacted through the school office.

If the situation remains unresolved, having gone through the school's normal procedures, parents/carers may wish to contact the Norfolk school complaints team.

## **17. Police**

We work closely with our local Police who visit regularly to be a part of our school community for example to have lunch with the pupils and run assemblies and small workshops. From time to time we will also liaise closely with them for advice and to support individual pupils when faced with some of the more serious behavioural incidents which may arise. If we need a Police officer to speak to an individual we will seek to inform the parent/carer prior to the meeting, or if this is not possible, as soon as after. The pupil will be supported by a familiar member of staff at all times.



# Behaviour Policy



## Appendix 1: Sustrand School Expectations

1. Keep everyone safe/keep everything safe
2. Right things/Right Place/Right time
  - Bringing banned items in to school
    - Out of grounds
3. Listen to and show respect to adults within the school
  - Persistently not listening and showing respect to adults within the school
4. Kind words
5. Once voice at a time
6. Hands/Feet to yourself

# Behaviour Policy



## Appendix 2 - Behaviour 4 Learning - B4L

### SHS BEHAVIOUR 4 LEARNING

#### HOUSE POINT REWARD GRADUATION

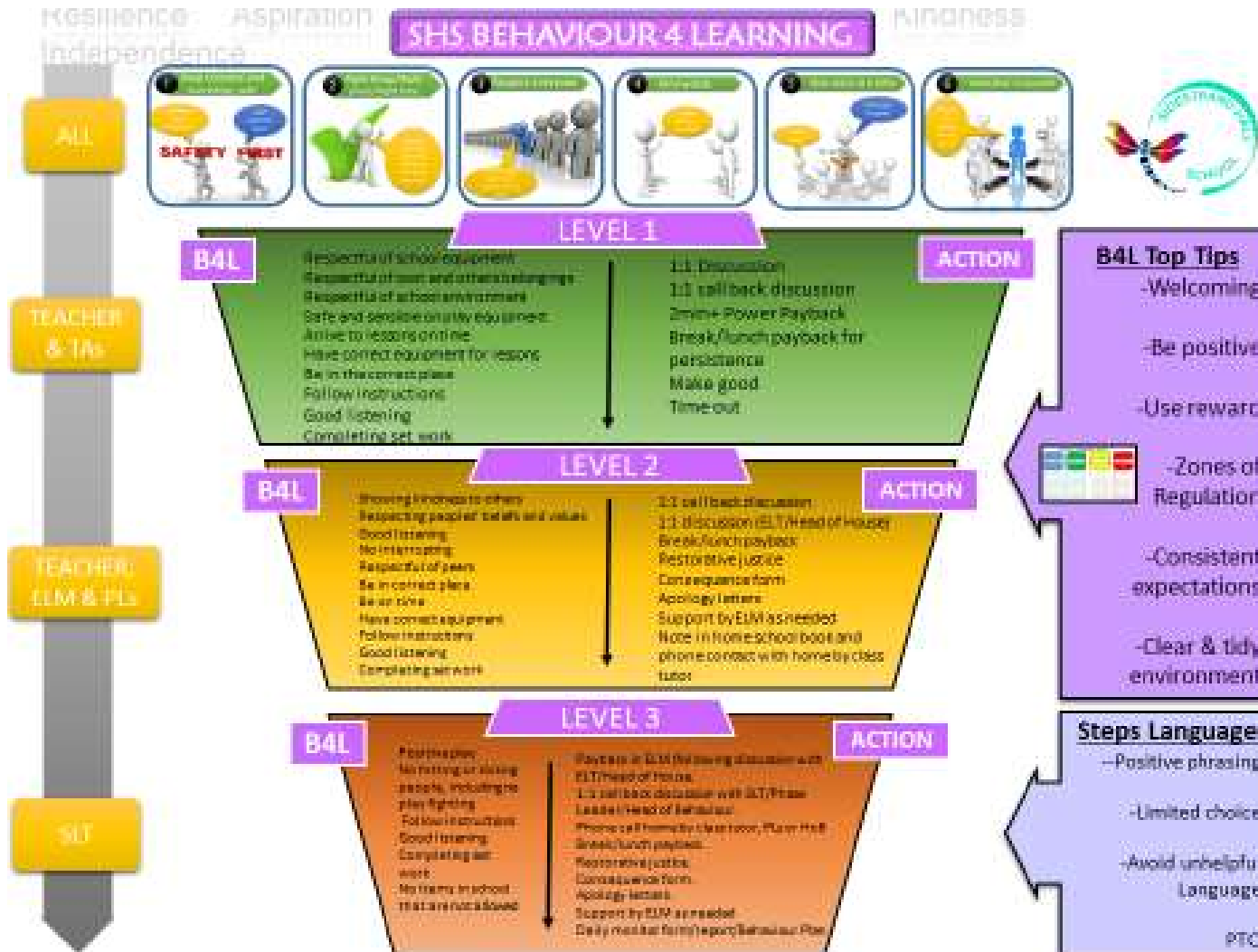
House Points	Rewards	Visuals
25	You'll receive a congratulatory text home!	
50	A postcard will come through your door from your tutor!	
75	You'll receive a letter of recognition from your Phase Leader!	
100	You'll be awarded a 100 Club Pen in assembly!	
200	You'll be awarded a Siderstrand Hall 200 Badge in assembly!	
300	You'll join SMT for afternoon tea, and receive a letter of congratulations.	
400	You'll be awarded a Siderstrand Hall 400 Sweatshirt which you can wear proudly around school!	

<ul style="list-style-type: none"> <li>-Clearing up</li> <li>-Helping others</li> <li>-Assisting adults</li> </ul>	<ul style="list-style-type: none"> <li>-Using initiative</li> <li>-Modelling to others</li> <li>-Without being asked</li> </ul>	<ul style="list-style-type: none"> <li>-Polite</li> <li>-Holding a door</li> <li>-Waiting patiently</li> </ul>
<ul style="list-style-type: none"> <li>-Polite responses</li> <li>-Compliments</li> <li>-Positive language</li> <li>-Asking politely</li> </ul>	<ul style="list-style-type: none"> <li>-Good listening</li> <li>-Letting others talk</li> <li>-Waiting patiently</li> <li>-Working together</li> </ul>	<ul style="list-style-type: none"> <li>-Giving others space</li> <li>-Understanding peers</li> <li>-Directing others</li> </ul>
<b>Mini Rewards – in class</b> <ul style="list-style-type: none"> <li>• Ipad</li> <li>• Puzzles/games</li> <li>• Crafting</li> <li>• Movement reward in immediate area</li> <li>• Lego</li> <li>• Colouring/Drawing</li> </ul>		<b>Big Rewards – around the site</b> <ul style="list-style-type: none"> <li>• Elm – Pool/X-Box/train sets/Sensory</li> <li>• Bikes</li> <li>• Go-carts</li> <li>• Additional Construction/PE time</li> <li>• Hot chocolate</li> <li>• Library time</li> </ul> <p><i>Advance planning &amp; staff support may be required</i></p>

Staff responsible: MK  
 Approval: Headteacher  
 Date: 27/11/2024

Review frequency: 2 years  
 Review date: 27/11/2026  
 Page 17 of 23

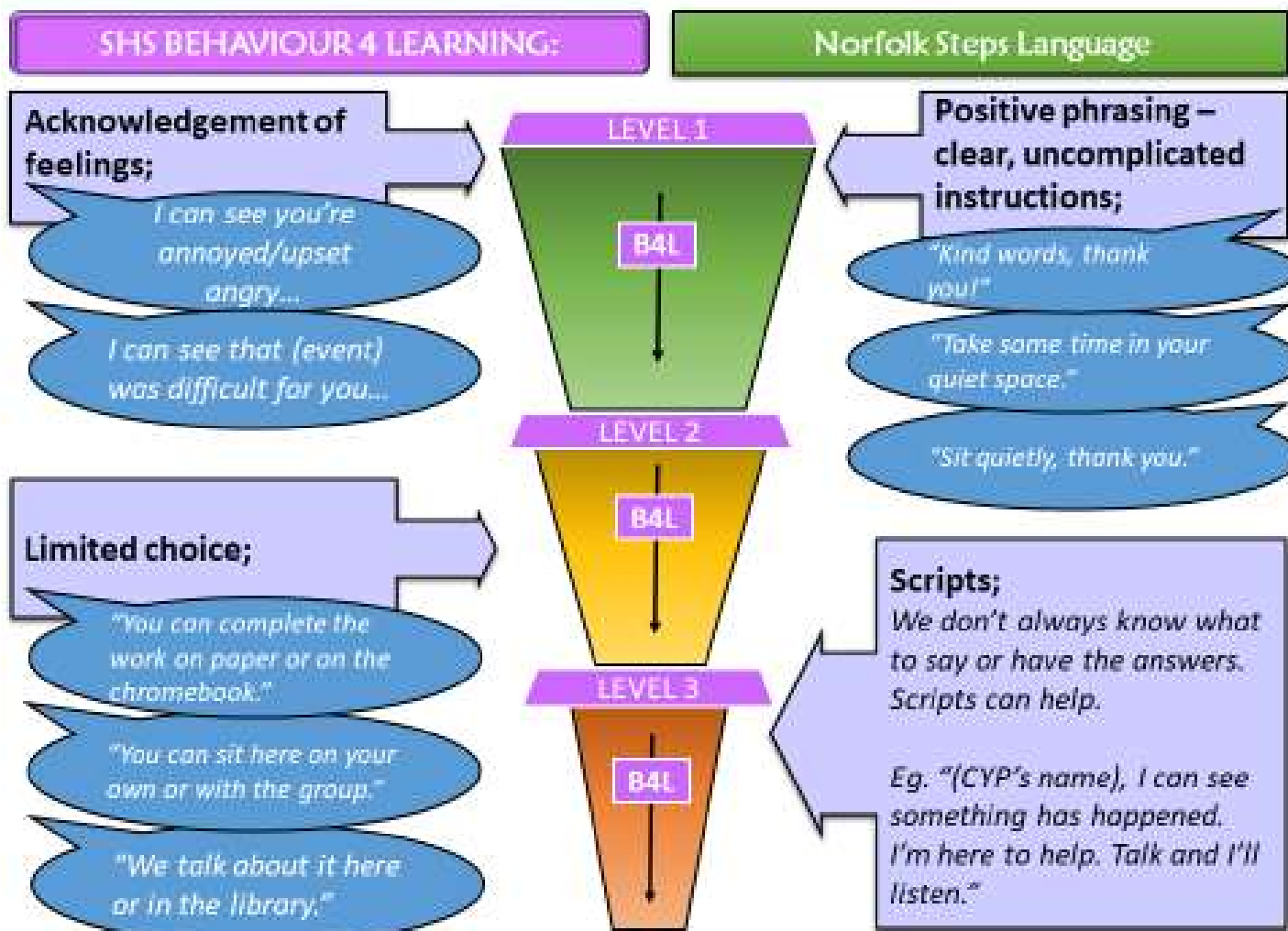
# Behaviour Policy



Staff responsible: MK  
Approval: Headteacher  
Date: 27/11/2024

Review frequency: 2 years  
Review date: 27/11/2026  
Page 18 of 23

# Behaviour Policy



## SHS BEHAVIOUR 4 LEARNING:

### Step-On Guiding & Escorting – Open Hand

#### Open hand



- Flat hand
- Fingers together
- Thumb away from the fingers
- Palm parallel to the floor

#### Open hand to stabilise and turn



- Open hand placed on the arm above the elbow
- Safe shape (arm tucked into side)
- Palm parallel to the floor
- Staff positioned with extended arm
- Communicate intention and use scripts if needed.

#### Guided arm hug (open hand)

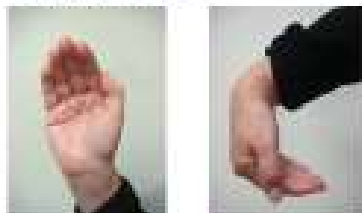


- The open hand shape is used to minimise gripping or grabbing.
- Adult's hands above the child's elbows, palms parallel to the floor.
- Communicate intent.
- The adult can gently 'steer' the child to move them away or to encourage them to move to where they need to be.

## SHS BEHAVIOUR 4 LEARNING:

### Step-On Guiding & Escorting – Open Hand

#### Closed hand



- The closed hand shape is where the fingers and thumb remain 'glued' together
- Flat hand
- Fingers and thumb together

#### Shoulder hug (closed hand)



- Hip in
- Head away
- Sideways stance
- Closed hand on each shoulder
- Communicate intention
- Use a 'de-escalation script' if needed

#### Arm hug (closed hand)



- Hip in
- Head away
- Sideways stance
- Positioned behind the elbow
- Closed hands used above the elbows to maintain safe shape
- Communicate intention

# Behaviour Policy



## Appendix 3

## Recording on Arbor

Categorising behaviour:

Level	Type	Responsibility	Recording
0	Information Only – specific to individual to record anything that may have happened at home or has impacted on the school day	Staff member who witnessed or initially dealt with the incident.	Arbor
1	Low level disruption. Impact is generally restricted to individual self. No specific target.	Staff member who witnessed or initially dealt with the incident. Class tutor.	Arbor Note in home School Book
2	Behaviour has increased in severity and/or regularity. Behaviour is impacting on others. More targeted. Aggression/Swearing.	Staff member who witnessed or initially dealt with the incident. Class tutor. Behaviour Team Head of House with further actions	Arbor Phone contact with home - class tutor. Phase leader involvement.

-----  
 Staff responsible: MK  
 Approval: Headteacher  
 Date: 27/11/2024

Review frequency: 2 years  
 Review date: 27/11/2026  
 Page 22 of 23

# Behaviour Policy



3	<p>3a - General physical and high level of aggression/swearing            3b - Prejudicial            3c - Peer on peer. When recording a 'Peer on peer' incident please also add the 'Victim' as an additional person on the incident.            3d - Online</p>	<p>Staff member who witnessed or initially dealt with the incident.            Class tutor.            Behaviour Team            Head of House/SLT with further actions</p>	<p>Arbor            Phone contact with home            1. Class tutor            2. Phase Leader            3. Head of Behaviour</p>
4	<p>Restrictive Physical Intervention needed to keep themselves and others safe (Norfolk Steps)</p>	<p>Trained Norfolk Step staff            Behaviour Team            SLT</p>	<p>'RPI Record' Form – Elm            Arbor            RPI Bound Book            Phone Call home</p>