



BEHAVIOUR POLICY

1. Rationale and Ethos

**Evergreen School use an integrated approach to support pupil's behaviour.
We provide the best possible Care, Welfare, Safety and Security for everyone in our care.**

The aim of Evergreen School is to support and enhance the overall development of each pupil as fully as possible. This is reflected in our vision statement: Putting our children, young people and families at the heart of what we do.

Management of behaviours of concern at Evergreen School reflects our underlying philosophy: behaviour is a form of communication, where the pupil expresses their emotional responses and state of mind through their actions. Behaviour can be impacted by any or all four SEND areas in a pupil's EHCP. Communication may be a barrier to a pupil understanding or expressing their wants and needs. The pupil may struggle with social skills and emotional regulation. Cognition and learning issues may prevent a pupil understanding the narrative of events and options available to them. Physical needs and sensory processing difficulties will impact heavily on a pupil's responses and their ability to self-regulate. In addition, anxiety levels will complicate and add to the difficulty experienced by a pupil in trying to maintain calm, ordered responses. Our behaviour is very much affected by the actions and attitudes of others around us. It is important to consider the underlying motivation for pupils' behaviour and to reflect how it is maintained or developed, appropriately or inappropriately, by those involved with the pupil. Our long-term aims are for pupils to develop strategies in self-control and self-regulation, in order to develop socially appropriate behaviour, and to keep themselves and others safe.

Evergreen School is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable children and young people at all stages in their education to realise their potential as individuals in society.
- providing equal access to a broad and balanced curriculum which:
 - (a) meets statutory requirements;
 - (b) reflects the cultural diversity of society;
 - (c) meets the needs of all children and young people
- maintaining close contact with the home: making parents/carers welcome in the school and to enable them to play a full part in the education of their children/young people

Governors have produced a statement of Behaviour Principles (**Appendix 1**) in order to provide a basis for this policy.

2. Aims

The aim of the policy is to promote a positive behaviour ethos so pupils can learn, work and play successfully together, with the support and encouragement of adults

At Evergreen School we believe that:

- all pupils are of equal value and must be respected and supported appropriately.
- pupils' development and learning flourishes in an atmosphere of praise, encouragement, courtesy and consideration for others.
- for this policy to be effective, the guidance outlined within needs to be applied consistently by all staff.
- bullying or harassment of any description is unacceptable for all members of the school community
- bullying and discrimination as a result of gender, race, ability, sexual orientation or background is unacceptable and will be dealt with according to the relevant policies

Our Principles:

- to recognise that behaviour management is complex, unique to the child/young person and their situation, and requires creativity, positivity and support to foster long term progress

- to encourage positive behaviour by developing personalised support plans for individual pupils as needed
- to take account of the differing perspectives of individuals when managing behaviour, treating all perspectives as valid and offering support to all parties
- to promote self-confidence, dignity and self-respect.
- to develop a relevant and accessible curriculum which will foster self-esteem, self-control and emotional literacy
- to ensure the health, happiness and safety of the school community.
- to work in partnership with parents/carers and professionals, supporting and encouraging each other as members of a caring community.

3. Promoting and Maintaining High Standards of Behaviour

In order to promote positive behaviour throughout the school and wider community, it is important to understand the rights and responsibilities of the members of our school community:

Pupils	
All pupils have these rights	As they grow and where relevant pupils' responsibilities could be
<ul style="list-style-type: none"> • To be treated with respect and dignity 	<ul style="list-style-type: none"> • To behave respectfully to others
<ul style="list-style-type: none"> • To feel safe • To feel valued 	<ul style="list-style-type: none"> • To try to keep themselves and others safe
To have encouragement and positive support	<ul style="list-style-type: none"> • To allow others to learn
<ul style="list-style-type: none"> • To make mistakes 	<ul style="list-style-type: none"> • To take responsibility for mistakes where appropriate • To allow others to make mistakes
<ul style="list-style-type: none"> • To be able to move on from conflict 	<ul style="list-style-type: none"> • To forgive / accept the mistakes of others
<ul style="list-style-type: none"> • To be listened to • To be supported by adults who try to understand the pupil's perspective, instincts, triggers and responses 	<ul style="list-style-type: none"> • To listen to others • To give opinions in a constructive way

Staff	
Rights	Responsibilities
<ul style="list-style-type: none"> • To be supported by managers and peers 	<ul style="list-style-type: none"> • To ask for support when needed • To offer support to colleagues
<ul style="list-style-type: none"> • To be listened to 	<ul style="list-style-type: none"> • To listen to others
<ul style="list-style-type: none"> • To share opinions 	<ul style="list-style-type: none"> • To give opinions in a constructive way
<ul style="list-style-type: none"> • To be treated with respect by all members of the school community 	<ul style="list-style-type: none"> • To model courteous behaviour • To recognise and acknowledge positive behaviour in others
<ul style="list-style-type: none"> • To be made fully aware of the school's systems, policies and expectations 	<ul style="list-style-type: none"> • To seek information and use lines of communication
<ul style="list-style-type: none"> • To receive appropriate training to increase skills in behaviour management 	<ul style="list-style-type: none"> • To support others in promoting positive behaviour • To acknowledge areas of own behaviour management skills which could be developed • To try new approaches in an open-minded manner

Parents / Carers	
Rights	Responsibilities

<ul style="list-style-type: none"> To be treated with respect by all members of the school community 	<ul style="list-style-type: none"> To behave respectfully towards all members of the school community All adults onsite are expected to model appropriate behaviour.
<ul style="list-style-type: none"> To be kept informed about their child's progress 	<ul style="list-style-type: none"> To make sure their child attends school regularly To communicate with their child about what s/he does in school To talk to school staff if they have any concerns about their child's learning or well-being
<ul style="list-style-type: none"> To be listened to 	<ul style="list-style-type: none"> To listen to others
<ul style="list-style-type: none"> To have access to information on the school's approach to behaviour and attendance 	<ul style="list-style-type: none"> To absorb information and share concerns
<ul style="list-style-type: none"> To have concerns taken seriously 	<ul style="list-style-type: none"> To share concerns constructively

At Evergreen School we emphasise the application of positive behaviour management principles in order to promote good behaviour and minimise inappropriate behaviour. School staff are trained in Team Teach positive handling and behaviour management strategies and techniques, including physical restraint (See section 9 below). Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion and de-escalation and, as a last resort, the use of guides, physical holds and restraints. Incidents where behaviour management has been required are recorded on the IRIS online system; incidents where Restrictive Physical Interventions (RPIs) are always recorded and reported to parents. Records are tracked and reviewed by the Senior Leadership Team regularly, to establish patterns and trends. Advice and consultation with class teachers and teams then follows, with the aim of reducing incidents and minimising the use of RPIs. Safeguarding and Child protection Policies must always be followed.

In order to promote positive behaviour, staff should ensure that they support pupils by:

- Being well prepared for the day ahead with lesson content and teaching methods matching the needs of individual children so that they can experience success and further develop their knowledge and skills.
- Be aware of the needs of all pupils in their class and support them in maintaining positive behaviour both inside and outside the classroom.
- Be aware of pupils across the school that benefit from consistent approaches from staff, following guidelines and advice from their class teams and the Senior Leadership Team
- Intervening early in any situation that may lead to disruption of learning or deterioration in behaviour.
- Upholding and modelling high standards in behaviour and promoting mutual respect between all members of the school community.
- Being consistent and fair in managing behaviour

4. Anti-Bullying Strategy

This strategy should be read in conjunction with the following policies:

- Safeguarding and child protection policy
- Behaviour Policy
- Staff Code of Conduct
- Protective behaviours

Statement of Intent:

Due to the nature of our pupils, it is important that we recognise that "Bullying" can be a harmful word to use. The children and young people at Evergreen School have a wide range of learning needs. As a school community we understand that bullying in this context can have additional subtleties and raise issues that

are in themselves complicated to resolve. Not all pupils at Evergreen School will recognise bullying behaviour if they experience it; equally not all pupils would recognise their own behaviour as bullying towards another individual, therefore where appropriate protective behaviours would be part of the learned curriculum to empower pupils to take responsibility for theirs and others behaviour. Cognitive understanding and communication impairment are strong factors in how/what the children and young people communicate.

Evergreen School believes that all children and young people should learn and play in a supportive, caring and safe environment without fear of being bullied and that all adults and pupils should recognise that bullying is an antisocial behaviour which affects everyone and will not be tolerated. To this end, the Anti-Bullying Strategy sets out the school's approach.

Aims:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To apply individualised help and support to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support and early help.

Definition of Bullying:

Bullying is defined as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can involve verbal taunts, name-calling, physical injury, shunning or ridicule. It can be manipulative and can be done through mobile phones, websites and email." (DfE 'Safe to Learn')

This can be further defined as:

- Emotional: being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Online: all areas of internet, such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology, i.e., camera & video facilities

Why challenge bullying?

No school can claim with confidence that bullying does not occur in their environment, but we must respond positively and effectively to reduce and challenge bullying. We need to minimise bullying in order to ensure:

- The safety and happiness of pupils is maintained
- Pupils feel safe and protected within the school environment
- Pupils feel supported by adults in authority

If pupils observe bullying behaviour going unchallenged, others may learn that bullying is an effective way of getting what they want.

Bullying is never acceptable

All staff should:

- Be aware of the subtleties and difficulties around identifying "Bullying" with our children and young people
- Be aware of what constitutes bullying and help pupils to understand what is meant by it
- Listen carefully to any student who feels they are being bullied
- Be aware of pupils who cannot speak for themselves and the interaction that occurs around them
- Think about times of the day, parts of the building etc. where bullying may occur
- Stop play fights, mock kicking etc.

- Deal with incidents of bullying promptly
- Record any bullying episode on IRIS – this is monitored by the SLT.

Pupils should be encouraged to:

- Include others in their games and groups
- Not laugh if someone is upset
- Tell staff if they think they have witnessed bullying

If we believe bullying is taking place, we will:

- Try to help the child or young person understand the effect their behaviour is having on others
- Help them think of ways to make amends
- Give a sanction if this is considered appropriate
- Support the child/young person who is being bullied
- Inform parents/carers where appropriate

Patterns of behaviour and common antecedents involved in the targeting of an individual by another, are detailed in the pupil's behaviour management plans. Strategies are consistently applied to help minimise the frequency of incidents and the pupil may have specific behavioural targets written into their Individual Support Plans. Pupils are closely supervised at all times.

Support Strategies

Revised Autumn 2020

Knowledge of the Child							
Understand the child's/young person's stage of development	Understand the cause of the behaviour / response	Observations e.g. assess health / mood on arrival or prior to activity	Liaise with families and build positive relationships	Individual Support Plan	FSWs to liaise with families and assess needs	Consider external support e.g. CAMHS / Early Help / Ed Psych / OT / Mentoring	Resources to protect injury (e.g. gloves, hats)
Communication							
Objects of reference	Signing & Symbols PECS Card showing time out required e.g. blue card	Visual cues e.g. 'now' and 'next'	Songs / musical cues	Tone of voice Option of time out	Use of language (e.g. give very specific instructions) 'Say less and stress. Go slow and show'	Written instructions (e.g. communicate in print)	Understanding behaviour as communication Quiet space to go to that is familiar and safe
Sensory input							
Using a weighted jacket, blanket etc		Exercise opportunity, Sensory Snack		Soft play and other specialist areas		Massage (where appropriate)	
Support for understanding							
Social stories		Debrief and teach a better way		Talk to the children – find out what is happening / how they are feeling / emotion cards / Comic strip conversation			
Classroom Management - Strategies to promote positive behaviour							
Achievable targets clearly communicated to child	Preparation / support for transitions - cues	Define the task / make the finish clear (timers)	Grouping / seating arrangements	Consistency of expectations (whole team)	TEACCH routines / techniques	Visual Timetable Class / Individual	Modelling - peer and adult
Positive Reinforcement, rewards or incentives applied fairly Remember that praise may need to be 'low key' or indirect		Intervening early in any situation that may lead to disruption of learning or deterioration in behaviour		Chart (whole class / individual) leading to reward e.g. favoured object, 'Golden' time, being given a responsibility		Notice and praise positive behaviour	

Strategies in response to negative behaviour						
Stay calm	Accept when what is being asked of pupil is too much or wrong and change the request	Change of face / environment	One voice with minimal words	Distraction	Humour	A 'go to' space / time out
Tactical ignoring	Positive Consequence e.g. help me tidy up and then we can do X (motivator)	Either / or choices		Countdown	Sensory input e.g. space to run, 'heavy work'	

5. Rewards

We use positive language which emphasises and praises desired behaviour, rather than focusing on negative behaviour. Social skills such as turn taking, sharing, listening and the giving and receiving of personal feedback are taught throughout our broad and inclusive curriculum. We encourage children to develop independence, and to be responsible for their own behaviour and relate it to the rights and responsibilities of the school and wider community.

Wherever possible, pupils play a part in deciding and agreeing codes of behaviour for the school and for their classes. The School Council will review the school rules on each site and create a set of rules to be displayed throughout the school in a simple and accessible format.

It is expected that most pupils will respond well to the everyday positive behaviour management promoted throughout the school. Positive behaviour is encouraged in every area of school activity in order to help pupils feel secure, confident and valued. A differentiated reward system may see any combination of the statements below:

- differentiated praise
- positive written feedback
- stickers / stamps
- achievement assembly and class assemblies
- star of the day, top banana
- class reward schemes

NB. Food must not be used as a reward

Staff must ensure that when applying the reward system, they must do so as fairly and consistently as possible. Staff also need to consider the meaning and accessibility of any reward system for pupils in their class.

6. Managing Challenging Behaviour

All members of staff are responsible for monitoring behaviour and it is essential that behaviour issues are addressed in a timely manner – monitoring and early intervention being vitally important in helping to prevent issues from escalating.

We acknowledge that some pupils at Evergreen School may present inappropriate or challenging behaviours as an element of their special educational needs. For Example:

- Many pupils have difficulty in communicating which may give rise to difficulties in relating to their environment and people within it
- Some pupils have health difficulties which may affect the pattern of their emotional and social development
- Some pupils need to take regular medication which may affect behaviour

Sometimes, in order to treat people fairly we need to treat them differently. Staff will differentiate between pupils using strategies that are appropriate to the age, developmental level and particular needs of the individual pupil.

Each pupil who requires the use of behaviour strategies in addition to normal classroom routines must have an Individual Support Plan (Appendix 2) When a pupil's behaviour presents staff with more than occasional difficulties in managing that behaviour, the class teacher should call a Class

Team Meeting in order to agree a joint strategy for managing the behaviour in a constructive and consistent manner. The outcome of this meeting should be communicated with the pupil and their parents/carers (if appropriate) and all relevant staff in school. For more challenging behaviour over a period of time that

- Prevents them from accessing the curriculum
- Constitutes a danger to themselves or others
- Seriously disrupts the efficacy of class management and curriculum delivery

the class teacher should seek behaviour support and advice from a member of leadership team, other professionals, parents / carers.

The **Individual Support Plan** will identify:

- A description of behaviours
 - Anxiety - a change in behaviour
 - Defensive - Beginning to lose rationality
 - Risk Behaviours - Behaviour that presents an imminent or immediate risk to self or others
- Possible triggers
- Adult support - supportive, directive and intervention
- General frequency
- General duration
- Tension Reduction Decrease in physical and emotional energy
- Therapeutic rapport Re-establish communication

The class team should monitor and amend the ISP as and when needed and ensure it is communicated to all staff working with the pupil.

A copy of the Individual Support Plan should be saved in the individual pupils information folder on the shared area of the computer network under support plans. School staff should log and incidents on Iris so that they can evaluate the success of behaviour management strategies.

7. Break Times and Lunchtime

Members of staff on duty are responsible for monitoring behaviour on the playground at all times. This is done most effectively by moving around the playground engaging with pupils and building relationships with them, modelling how to play and to interact socially.

If a child/young person behaves inappropriately the following steps should be followed:

- Draw attention/model more desirable behaviour appropriate to the pupils' level of understanding.
- If behaviour is deemed to be unsafe, the child or young person will be encouraged to go inside to access calming activities with a member of staff

In general, pupils will be supported by familiar adults during break time and lunch. However, if there is nobody supervising from the child/young person's team, then they should be made aware of any difficulties during break time

8. Managing Behaviour Outside School

Staff have the power to support pupils' behaviour outside the school premises "to such an extent as is reasonable". Subject to the school's behaviour policy, the staff may intervene for:

- any unsafe situation when the child is:
 - taking part in any school-organised or school-related activity
 - or an unsafe situation at any time that could adversely affect other pupils, the public or the school. A dynamic risk assessment would be needed to assess the situation eg a child running in front of a car.

9. Reporting and Recording Significant Incidents

Staff must report and record any incident where there has been a serious breach of good conduct and/or when members of staff have been required to intervene physically for reasons of safety. This is done as soon as possible after the incident using the IRIS online recording system. The head teacher should be advised immediately of any incident involving injury, significant damage to property or if a child leaves the school premises. Iris reports are tracked and monitored by SLT for patterns and trends and feedback is given to class teams to support the pupil further,

10. Restrictive Physical Intervention and Use of Reasonable Force

Some pupils may display risk behaviours. This is the risk of harm to themselves or others or damage to property. It may be required to use a Physical Intervention to gain a release or protect the child and others. **Restrictive Physical Intervention** is the term used to describe interventions where bodily contact using force is used to control or manage a child's behaviour. All forms of physical intervention are used as a last resort, proportionate and least restrictive for the minimum amount of time required.

All staff in school are trained using the 'TEAM TEACH' method which is based around current thinking on the psychology of behaviour management, de-escalation and biomechanics.

Positive handling can only be carried out by trained staff. It must only be used when the pupil is:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out of school activities)
- self-injuring or placing him or herself at risk
- injuring others or placing them at risk
- causing significant damage to property, including that belonging to the pupil
- committing a criminal offence (even if the pupil is below the age of criminal responsibility).

The use of physical restraint must be recorded on an Iris incident form.

There is no legal definition of "**reasonable force**". However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.
- The definition of physical force also includes the use of mechanical devices (eg splints on the pupil prescribed by medical colleagues to prevent self-injury)

When the use of restrictive physical interventions may be appropriate at Evergreen School

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds. The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

Planning for the use of restrictive physical interventions at Evergreen School

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows:

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions;
- Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met;
- Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and/or other pupil's best interests for staff to intervene physically;
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion. The pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour;
- Only the minimum force necessary will be used;
- Staff will be able to show that the intervention used was a reasonable response incident;
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses;
- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control;
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy;
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable;
- The age, understanding, and competence of the individual pupil will always be taken into account;
- In developing Individual Support Plans, consideration will be given to approaches appropriate to each pupil's circumstance;
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

Where pupils persistently present challenging behaviours towards themselves or others then the Individual Support Plan (**Appendix 2**) will identify the circumstances when the use of physical intervention may be used.

11. Physical Contact (Appendix 3)

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- To comfort a pupil in distress (in a manner appropriate to their age).
- To gently direct a pupil.

- For curricular reasons (for example in PE, Drama etc);
- In an emergency to avert danger to the pupil or pupils.
- In rare circumstances, when Restrictive Physical Intervention is warranted.
- For personal care reasons

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding.
- the pupil's individual characteristics and history.
- the location where the contact takes place (it should not take place in private without others present).

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil. [Should a pupil appear to **enjoy** physical contact this must not be sought via Restrictive Physical Intervention]

Children and young people who require help with personal care should have an individual personal care plan written outlining the support they require.

12. Quiet Areas and Sensory Spaces

Why does Evergreen School need Quiet Areas/Sensory Spaces?

Some pupils struggle in schools because of the high level of sensory input within the school/classroom environment. This may be very relevant for pupils with an autism spectrum condition. Other pupils may have sensory processing difficulties as a distinct diagnosis or have a need for a Quiet Area or Sensory Space because of an additional physical need such as a visual impairment.

In these instances, the Quiet Area/sensory Space may be used as a means of:

- a) lowering the pupil's stress/anxiety levels caused by sensory input and
- b) increasing successful access to the curriculum.

13. Discipline and Sanctions

In accordance with Sections 90 and 91 of the Education and Inspections Act 2006 and DoE Guidelines for Behaviour and Discipline in Schools Feb 2014, pupils may be disciplined if their conduct falls below the standard which could reasonably be expected of them, and this may include confiscation of property, detention or imposition of sanctions. It is illegal to use force as a punishment whatever the circumstances.

At Evergreen School any disciplinary measures are taken with due respect for the special educational needs of pupils. Positive behaviour management strategies promote reinforcement of wanted behaviours and work to change undesirable behaviours into more socially acceptable ones, e.g., it is better to say, 'hands down' than 'stop hitting'. If sanctions or rewards are used, they must be presented in a timeframe and manner appropriate to the needs and abilities of the pupil

concerned. If a pupil is withdrawn from an activity, this should be for a brief and immediate time, with the aim of helping them to calm in order to re-join. Verbal rewards for good behaviour should be specific to an individual pupil, using their name and stating their achievement clearly. The emphasis should be on what the individual has achieved, rather than how the adult feels about their efforts.

All pupils that require support beyond the day-to-day measures in place within the classroom will have an Individual Support Plan (See Section 5, above).

If a pupil or parent/carer believes the school has exercised its disciplinary authority unreasonably, then please refer to the school complaints procedure. This can be accessed via the school reception or on the school website.

14. Home-School Agreement (Appendix 4)

We are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school in accordance to the behaviour policy.

15. Pastoral Care for School Staff

Allegations of abuse must be taken seriously. Evergreen School will ensure allegations are dealt with quickly, in a fair and consistent way, providing effective protection for the child and supporting the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

16. Fixed Term and Permanent Exclusions

Where a pupil has prolonged behaviours of concern, an extensive number of strategies to improve behaviour will be put into place, as outlined above. Evergreen Family Support workers (FSWs) will liaise between school staff and families to offer additional support. Other agencies such as Educational Psychologists, CAMHS, and Health professionals will be utilised to work with the family and the school to improve the behaviour. Early Help may be used to bring together the different agencies to coordinate further support, and possibly secure extra funding.

Schools have the authority to exclude pupils from school under the Education Act 2002. If all of the above actions fail, then exclusion could be considered. Excluding a child from school, even for a short period of time, is done very rarely and only when all other measures to prevent inappropriate behaviour have failed. In all instances of exclusion, the school will follow the process determined by the local authority. Permanent exclusions are very rare and not possible until after a number of fixed-term exclusions have taken place or an extremely significant event has occurred. All professionals strive to prevent this.

Governors' Statement of Behaviour Principles

Introduction

This Governors' Statement of Behaviour Principles is produced in accordance with Section 88 of the Education and Inspections Act 2006 and associated DES Guidance 'Behaviour and discipline in schools' – Guidance for governing bodies.

The Governing Body is required to produce, and review, a written statement of general principles to guide the Head teacher in determining measures to promote positive communication and relationships between pupils and staff members. Schools are required to have a Behaviour Policy which includes the school rules.

It is the responsibility of the Head teacher along with the staff in the school to produce our school's Whole School Behaviour Policy and the duty of the Governing Body to provide the Head teacher with a clear written statement of the principles around which the Whole School Behaviour Policy will be formed and follow. The Statement of Behaviour Principles will be reviewed regularly to take account of any relevant legislative or other changes.

Consultation on our Statement Behaviour Principles included parents, pupils, school staff and the Head Teacher in order to ensure that the Principles are both relevant and appropriate in our school and in particular taking into consideration the individual special educational needs of each pupil that attends

At Evergreen School, where a pupil requires an individual support plan this should be agreed with parents. Implementation of the School Behaviour Policy must be considerate of the specific learning needs of each child and young person.

Right to feel safe at all times

All pupils and staff at Evergreen School have the right to feel safe at all times whilst in school. There should be positive relationships between staff and pupils; pupils and their peers; staff and their colleagues including members of the governing board; staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be managed in a way that is supportive and restorative for all parties involved.

Promoting and maintaining high standards of behaviour

The Governors strongly believe that positive relationships lie at the heart of a successful school. These relationships will enable all the pupils at our school to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning according to the individual learning needs of each pupil.

The Governors also believe that the expectation of positive relationships which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become active members of the wider community

Inclusivity and equality

Evergreen School is an inclusive school. All members of the school community should be free from discrimination of any description. This is further recognised in our Single Equality Scheme and promoted in the day-to-day running of the school. The Whole School Behaviour Policy must emphasise that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero-tolerance attitude commensurate with the level of understanding of the pupil. The Policy must therefore include an anti-bullying statement which is clear, concise and is understood by all members of the school community. Measures to be able to detect and counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme will be further reinforced through the Whole School Behaviour Policy and seek to safeguard vulnerable pupils, and as all of our pupils have recognised special educational needs, make reasonable adjustments to the Behaviour Policy's application in line with the pupil's level of understanding.

Rewards and the use of motivators

The Governors recognise that reward systems are not meaningful to many pupils, and that activities which are motivating to that individual will be used as a powerful means of encouraging self-control and self-regulation. Governors expect the Whole School Behaviour Policy to include a wide range of rewards which are clear and enable staff to apply them consistently and fairly across the whole school. The rewards system will encourage celebration of achievements in the classroom and elsewhere in the school. The Governors expect that any rewards system is explained to others who have responsibility for young people such as extended school provision and, where applicable, home to school transport so that there is a consistent message to pupils that positive relationships reap positive outcomes. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions

Governors understand that a pupil's actions will be affected by many factors including communication, health and sensory needs, to name a few. Staff will therefore personalise their responses to a pupil's reactions, taking all factors into consideration. Governors recognise that the long term aims of self-control and self-regulation outweigh the benefits of any short-term sanctions, which may impose further barriers to positive relationships if handled in an insensitive manner. The range of sanctions must be described in the Whole School Behaviour Policy so that all concerned are aware of and understand how and when the sanctions will be applied.

The Whole School Behaviour Policy should also explain how and when exclusions (both fixed-term and permanent) will be used as a sanction; although given the nature of the pupils who attend Evergreen School the use of this sanction will be very exceptional. 'Unofficial' exclusions are illegal and so must be avoided.

The Head teacher may inform the police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place.

It is important that sanctions are monitored for their proper use, consistency and effective impact. The Policy should also include the provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably.

Home/school agreement

The Home/School Agreement should mirror the statements made in the Whole School Behaviour Policy so that parents/carers are encouraged and helped to support their children's education, just as the pupils should be helped to understand their actions during their time at school, in the wider community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to their own and their children's behaviour must be outlined in the Home School Agreement which children (where appropriate), parents/carers and teachers must be asked to sign when a pupil joins the school. Governors consider two-way communication between the school and parents/carers as a key means for maintaining positive relationships.

The use of reasonable force

The Governors expect the Whole School Behaviour Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact in order to control inappropriate behaviour including removing disruptive pupils from classrooms or preventing them from leaving. A definition of 'reasonable force' should be included which should also explain how and under what circumstances pupils may be restrained. The Governors expect that appropriate and 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques. Mention should also be made of the need for 'Individual Support Plans' which may specify particular physical intervention techniques for the pupil concerned. Parents must be informed of any incident where intervention in the form of physical restraint has been used.

Managing behaviour outside of school

The Governors expect the Whole School Behaviour Policy to set out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any inappropriate behaviour when the child is:

- taking part in any school-organised or school-related activity, or
- wearing school uniform, or
- in some other way identifiable as a pupil at the school

Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:

- could have repercussions for the orderly running of the school, or
- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the school.

Pastoral care for school staff

The Whole School Behaviour Policy must include details of how the school will respond to an allegation against a member of staff. The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Head teacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Appendix 2

Individual Support Plan for



Individual Support Plan

NAME: _____ CLASS: _____ DATE: _____

Evergreen School use an integrated approach to support pupil's behaviour.
We provide the best possible Care, Welfare, Safety and Security for everyone in our care.

Description of Behaviour	Possible Triggers	Adult Support and intervention	General Frequency	General Duration
Anxiety <i>Change in behaviour</i>		Supportive <i>Empathic non-judgemental approach</i>		
Defensive <i>Beginning to lose rationality</i>		Directive <i>Decelerating an escalating behaviour</i>		
Risk Behaviour <i>Behaviour that presents an imminent or immediate risk to self or others</i>		Intervention / Physical Intervention <i>Disengagement and / or holding skills to manage risk</i>		
Some pupils may display risk behaviours. This is the risk of harm to themselves or others or damage to property. It may be required to use a Physical Intervention to gain a release or protect the child and others. All forms of physical intervention are used as a last resort, proportionate and least restrictive for the minimum amount of time required.				
Tension Reduction <i>Decrease in physical and emotional energy</i>		Therapeutic rapport <i>Re-establish communication</i>		

Appendix 3

Guidance on Physical Contact

1. There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- To comfort a pupil in distress (so long as this is appropriate to their age);
- To gently direct a pupil;
- For curricular reasons (for example in PE, Drama etc);
- In an emergency to avert danger to the pupil or pupils;
- In rare circumstances, when Restrictive Physical Intervention is warranted.

2. In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding;
- the pupil's individual characteristics and history;
- the location where the contact takes place (it should not take place in private without others present).

3. Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited.

4. It will not become a habit between a member of staff and a particular pupil.

5. Should a pupil appear to **enjoy** physical contact this must not be sought via Restrictive Physical Intervention.

Please refer to the Intimate Care Policy for further guidance on personal care.

Appendix 4

HOME-SCHOOL AGREEMENT -

Child.....

Introduction

The purpose of this Home-School Agreement is to assist us in working together in partnership. To help our children achieve their very best and to be secure and happy because their teachers and parents / carers are working together to help them.

Aims of the School:

1. Evergreen School aims to create a safe, stimulating environment where each individual is a valued and respected member of the school.
2. Pupils will be encouraged to maximise their potential and develop into confident, adaptable, responsive adults.
3. We believe in a partnership with parents and carers and will aim to ensure that responsibility for learning and personal development will be shared amongst parents, carers, pupils, staff and the wider community.

Education

All pupils and young people at Evergreen School have an EHCP and therefore an individual learning plan which identifies short and long-term learning intentions. All pupils receive a broad and balanced curriculum which is differentiated to meet individual interests and needs. The school uses the newly written school curriculum to ensure that all pupils access the full range of learning opportunities and experiences to which they are entitled.

Behaviour and the Use of Restrictive Physical Intervention

The school maintains a policy on the Management of Pupil Behaviour. Although there is a focus on de-escalation, this policy identifies that there may be occasions when the use of a restrictive physical intervention may be used as a last resort in the event a child becomes unsafe to themselves or others. All staff at Evergreen School have been trained (staff that are newly appointed undergo training at the earliest opportunity) and certified as competent in the use of Team Teach; a nationally accredited award-winning training programme; which is Warwickshire County Council's approved system of holistic behaviour management. In signing this agreement, Parents/Carers are agreeing to the Policy on the Management of Pupil Behaviour and the potential use of restrictive physical intervention. Parents/Carers are welcome to inspect the Policy, if so please contact the School Office.

The Acceptable Use of Images/Videos and Social Media

In line with Local Authority guidance we seek to take a reasonable and sensible approach to this sensitive subject where different parents/carers will have differing views.

We recognise that parents/carers want to capture lasting reminders of their child's/children's participation in school events and we are happy to support that.

The school can only record and permit the recording of images with signed consent from parents/carers. Some parents/carers choose to withhold their consent for very good and sensible reasons.

The development of digital photography and the common practice of sharing images via social networking sites present additional challenges for schools in terms of granting permission for parents/carers to record images.

The school allows you to take photographs (including taking photographs on mobile phones and ipads) in school of your child or children only. This agreement is subject to you recognising the need to be sensitive to other people and not cause interruptions or disruptions to performances and events.

Please note that if publishing photographs or recordings of your own child/children on social networking sites, the name of the school should not be included.

The situation is less straightforward if recorded images include other children in addition to your own, e.g. sports day or performing in part of a group. For that reason, the school asks parents and carers to only record images of their own child/children wherever possible and not to publish or upload any images of any other children (or school staff) onto any websites or social networking sites or in the media. This is in order to respect the rights of other parents not to have images of their children published or distributed without their knowledge or consent.

Mobile Phones

Mobile phones brought into school are entirely at your own risk. Evergreen School accepts no responsibility for the loss, theft or damage of any phone or handheld device brought into school. Mobile phones which are brought into school must be switched to silent and not be used to make or receive telephone calls. See the section above regarding the taking and use of images.

Agreement

The remainder of this leaflet explains what the school, parents and carers and pupils have agreed to ensure that we all work together effectively to achieve the very best education possible. There is an optional section for pupils to sign and families will judge whether this section is appropriate for their own youngster. Please sign and return to the school office as soon as is possible.

Evergreen School will:

- Encourage pupils to attend school each day
- Keep parents and carers informed about their child's progress through:
 - o Annual Review/EHCP and written report
 - o MAPP targets
 - o Termly parent's meetings
 - o Class Dojo
 - o Newsletters
 - o Verbal contact with those families who bring or collect their child to/from school
 - o School website
- Let parents and carers know of any concerns
- Positively encourage good behaviour
- Set homework where appropriate
- Use Team Teach Restrictive Physical Intervention strategies where necessary, as a last possible resort and in the child's best interests; the minimum amount of force is used for the minimum amount of time to manage a child's behaviour and to maintain theirs and others safety.

Signed: _____ (Teacher)

Parents/Carers will:

- Ensure their child attends school each day unless s/he is unwell
- Contact school by telephone or letter to explain any absence
- Provide the school with emergency contact names, addresses and telephone numbers and details of medication and emergency procedures
- Let the school know about any concerns which may affect your child's progress
- Attend parents' evenings and other discussions on your child's progress
- Support the school's policies and guidelines for behaviour
- Adhere to online safety, use of images/videos, social media and mobile phone policies in accordance with this document and hence the acceptable use policy

Signed : _____ (Parent/Carer)

Pupil will: (where applicable)

- Come to school each day except when unwell
- Tell an adult about anything at school which makes them unhappy or worried
- Be helpful and friendly to others
- Be responsible for their own behaviour

Signed : _____ (Pupil)

Together we will:

- Resolve any problems
- Support children's learning to help them to achieve their best
- Keep each other healthy and safe

Signed : _____ (Head Teacher)