

BEHAVIOUR POLICY
FOR
EAGLE PARK INDEPENDENT SCHOOL

Date	March 2024
Next Review	March 2025



Introduction

At Eagle Park School we aim to create a happy, safe and stimulating environment where all pupils can reach their potential and thrive. We believe that all pupils must be aware of their rights and responsibilities. Rights are shared through our mission statement and our values statement, as well as being reinforced on a daily basis by staff actions, interactions and interventions.

We believe that challenging behaviours are a means of communication and have a cause and a purpose. We understand that all of our pupils face communication difficulties associated with their special needs that may result in them becoming dysregulated. We aim to improve the quality of life for our pupils and the people around them, at school, at home and in the community by exploring the challenges they face holistically. We take into consideration their diagnosis, physical and emotional needs and their life history. We teach our pupils self-regulating skills so that they are able to manage their dysregulation. This is of the utmost importance as our pupils must be able to do this with increasing independence for it is, for all our students, an essential life skill that will contribute to their well-being throughout their lives. We use a transdisciplinary approach integrating, Zones of Emotional Regulation, MAPA philosophy, Speech and Language and Occupational Therapy. The Zones of Emotional Regulation are at the centre of this approach and all our pupils use this on a daily basis. All our staff are trained in this and it is closely overseen and differentiated by our Speech and Language Therapy. All our staff are also trained in MAPA techniques and its philosophy.

Aims

- To promote positive behaviour to ensure a stable and secure learning environment.
- To establish strategies to strengthen verbal and non-verbal communication.
- To develop independence and resilience in our students by encouraging them to take responsibility and ownership of their own behaviour through the use of the Zones of Regulation.
- To ensure that all staff are trained in MAPAs philosophy of de-escalation and intervention strategies to maximise safety, minimise harm and ensure a healthy learning environment.
- To demonstrate and practise non-restrictive and restrictive interventions that are consistent with the MAPA framework.
- To ensure that is a framework in place to help and guide staff and the pupils in distress through a process of re-establishing the relationship.
- To ensure that all dysregulation is carefully recorded, analysed, monitored and strategies are put in place to promote the well-being of all pupils and staff

Legislation and Statutory requirements

This policy is based on advice and guidance from:

- Behaviour and discipline in schools, The Department for Education (DfE), 2016.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

- The Equality Act 2010 and schools, May 2014
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
- The Human Rights Act 1998.
<https://www.mind.org.uk/media-a/4125/hra98-2020.pdf>
- The Education Act 1996.
<https://www.legislation.gov.uk/ukpga/1996/56/contents/data.pdf>
- Education Act 2011, part 2
https://www.legislation.gov.uk/ukpga/2011/21/pdfs/ukpga_20110021_en.pdf
- The Special Educational Needs and Disability (SEND) code of practice, DfE, 2015.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
<https://www.legislation.gov.uk/ukpga/2002/32/data.pdf>
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
https://www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga_20060040_en.pdf
- The Guidance – The use of force to Control or Restrain Pupils, 2010
<https://www.firstforeducation.co.uk/wp-content/uploads/2015/10/Use-of-force1.pdf>
- Reducing the Need for Restraint and Restrictive Intervention
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/663453/Reducing_the_Need_for_Restraint_and_Restrictive_Intervention.pdf
- The joint Guidance – Guidance for Restrictive Physical Interventions 2002, 2003
https://dera.ioe.ac.uk/15433/1/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions%20for%20pupils%20with%20severe%20behavioural%20difficulties_2003.pdf
- Use of reasonable force in schools, DfE, 2013
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Pupils 'Rights' & School Values

At Eagle Park School we believe that pupils have the right to:

- Be Safe
- Be heard
- Be treated with respect
- Be able to access high quality learning experiences
- Be able, with support, to take ownership over their own learning and behaviour

Our 3E's are intrinsically linked to the 'Rights' of our pupils are the characteristics we believe all children need to become the best version of themselves, promoting self-esteem and self-confidence.

Value	What it means
Effort	I will do my best at all times
Equality	I will always respect others
Empathy	I will try to understand how you feel

We recognise that all our students will need differentiated support and strategies to achieve this. Our values to ensure the following on a day to day basis by this shared code of rules for our pupils.

In lessons:

- I work hard and do my best I follow adult instructions
- I help others when I can
- I wait my turn quietly
- I listen to others
- I am kind, gentle and honest

Around school:

- I walk in the corridors
- I am kind and courteous to others
- I follow school routines at break and lunch
- I look after property I put litter in the bins
- Outside school: I show consideration towards others, show respect and behave responsibly

Positive Behaviour Management

At Eagle Park School we believe that pupils need to learn positive behaviours 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, resilience, self-esteem and develop personal and social skills. Preventative planning and intervention at an organisational, classroom and individual level can help alleviate situations by allowing pupils to remain composed, maintain their self-esteem and continue their activities in a positive way. Opportunities are intentionally planned and delivered through both the formal and informal school curriculum. Our strategies include the following:

Positive role modelling:

Building positive relationships with staff and pupils. Modelling and rewarding good behaviour.

- PSCHE: Whole school termly topics following the Social Emotional Aspects of Learning, New Beginnings, Relationships, Changes. There is also a focus on anti-bullying, e-safety, developing and maintain positive relationships. The school hosts regular coffee mornings for parents and fundraising events.
- Assemblies: Take place once a week with awards and certificates to celebrate achievement. Pupils take an active part in assemblies, role modelling participation and good behaviour.
- 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.
- Break and lunch times: Classes have programmed break times and lunch times to ensure that KS 1/lower KS 2, KS2 and KS 3 have breaks and lunches at different time to develop calm lunch breaks, it also helps reduce sensory overload for ASD pupils. Staff model and promote good sitting, listening skills and table etiquette. Staff support pupils in playing and using playground equipment and games etc.
- PE curriculum: Inclusive PE and sport sessions are delivered across the whole school, including swimming sessions with specialists SEN swim teachers. The OT supports the curriculum with the use of sensory circuits. Emphasis is placed on developing confidence, resilience, core skills, partner work, team games/building.
- Educational outings and Trips: Pupils have the opportunity for regular class visits linked with curriculum topic areas. There are regular local trips to parks and other outside areas as well as shopping trips for ingredients to promote independence skills and social interactions.

Specific Support:

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

- Managing transition: Some of our pupils find transition times difficult (e.g. arriving at/leaving school, lunch times/moving between lessons etc.) 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.
- Visual support: Individual or class visual timetables are used to support pupils in class. Positive behaviour reminders can also be used. A variety of Speech, Language and Communication strategies are used.
- Sensory support: Many of our pupils have sensory needs which can sometimes result in them being unsettled or displaying challenging behaviour. It is important for staff to work together to recognise the difference between sensory issues and challenging behaviour - a sensory profile can be completed by the school OT to identify a pupils sensory needs and from this a targeted sensory support plan can be written to support the pupil.

- **Zones of regulation:** Is based around the use of four colours to help children self-identify how they are feeling and categorise it based on colour. It helps children better understand their emotions, sensory needs and thinking patterns and use specific strategies to aid emotional regulation.
- **Social stories:** Where necessary, some pupils have specific visual reminders made for them that model expected behaviour.
- **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 is provided for individual or small groups of pupils to support understanding and the recognition of their feelings and the feelings of others.
- **Individual behaviour plans:** These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate.
- **Intensive interaction:** A specialised approach is used to teach the fundamentals of communication to pupils with Autism, MLD or multiple learning difficulties, Speech Language and Communication needs etc. This supports pupils who may be socially withdrawn by allowing trust to develop between them and staff.

TEACCH: is a method of teaching developed specifically for Autistic children. this is not a single method and can be used alongside other approaches. TEACCH aims to provide structure in order to support the learner to understand what they are learning and what is expected of them. It creates a predictable structure with visual support. This can reduce anxiety and encourage independence.

- **Therapies:** At Eagle Park School we are able to offer pupils Salts, OT and Music and Drama therapy sessions to help them to develop strategies to deal with dysregulation. These may be group or 1:1 sessions.
- **Positive Reward charts or Cards:** A strategy where the pupil agrees for a short period of time to focus on a target in order to change behaviour and receives positive comments or stickers to recognise success.
- **Time outs:** A strategy whereby a pupil can take time out of a lesson to calm and refocus so they are able to return to learning.
- **Self-referrals:** A strategy whereby pupils in KS3 identify their behaviour and self-refer to the SLT to have quiet time, calm and refocus, so they may return to the lesson.

Celebrating Success in Learning

We ensure that positive feedback given is personal, specific, genuine and appropriate. Our pupils are encouraged to choose individual rewards, giving them an incentive to complete tasks throughout each day and fostering independence

The types of behaviour that we reward include but are not limited to:

- Following instructions
- Staying on task and completing tasks
- Quality of work
- Working hard
- Maintaining a positive attitude
- Kindness

- Sharing
- Caring
- Listening

Rewards used

- Praise
- Body language e.g. thumbs-up, smile
- Positive comments on work
- Positive Comments in home-school communication books
- Certificates
- Reward and Choosing Time
- Working towards class rewards
- Phone call home
- Positions of responsibility
- Activities & trips

Responding to dysregulation and in appropriate behaviour

If a pupil is consistently displaying behaviour that is of a concern to staff a behaviour review will take place.

- This trigger will generally happen if a child has had more than two repeatedly incidents on a given day or more than 5 times in a week.
- At the review an Individual behaviour plan will be reviewed if already in place or will be put in place.

IBPs (Individual Behaviour Plan)

IBPs are put in place for pupils who are struggling to regulate, whether on a short or longer term basis. The aim of the plan is to ensure that we gain a holistic picture of why the pupil is struggling, put carefully thought-out strategies to help the pupil deal and dysregulation and ensure that the young person is able to gain a better understanding of their feelings and take ownership over their own regulation. We use a multi-disciplinary approach (class teacher, senior management, parent/carer, Speech and Language therapists, Occupational Therapist) to develop an IBP.

At Eagle Park School IBPs are created in the following way:

- Once a meeting has been triggered if a child has had more than two repeated incidents on a given day or more than 5 times in a week.
- An IBP will be reviewed if already in place or created. This will take place with a multidisciplinary team including: class teacher, senior management, parent/carer, Speech and Language therapists, Occupational Therapist.
- If the IBP includes a physical intervention, a separate risk assessment will be completed.
- The IBP will be reviewed after 4 weeks and revised if necessary.
- IBPs are reviewed on a regular basis (at least once a term) by the class teacher and behaviour team and they are monitored once a term by the SLT with the support of SaLT and OT.

MAPA:

Our staff are all trained in MAPA which has as its **Core Values**:

- **Care**: Respect, dignity, empathy, person-centred
- **Welfare**: Maintaining independence, choice, and well-being
- **Safety**: Protecting rights and minimising harm
- **Security**: safe effective harmonious, and collaborative relationships

Restrictive Practices and Physical Intervention

Restrictive practices and physical interventions are kept to an **absolute minimum** and are **always** used as a last resort. Restrictive practises and physical interventions should:

- Be used to prevent self-injury, injury of others and severe property damage.
- Be applied by MAPA trained staff who will use the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Be appropriate and proportionate to the risks that it presents
- Be recorded as soon as possible within 24 hours on CPOMS and be followed up with a debriefing and intervention meeting within 24 hours

It is imperative that after the use of Restrictive Physical Intervention, that all involved are offered first aid or time to 'process' before returning to their usual daily routine.

- Use of functional assessment (CPOMS incident forms, observations, ABC charts etc.) to understand the function of the behaviour.
- The class teacher will notify the parents/carers of the intervention via telephone/ email (behaviour leads must be cc'd into the email)

Anti-Bullying

At Eagle Park School, we do not tolerate bullying of any kind. We aim to cultivate a calm and happy environment, where everyone feels safe and provide our pupils with opportunities to build positive peer relationships.

If bullying occurs, pupils, where possible, should be able to communicate to a member of staff and the incident will be dealt with quickly and effectively. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be:

- **Emotional**: Being unfriendly, excluding, tormenting
- **Physical**: Hitting, kicking, pushing, taking another's belongings, any use of violence
- **Race and Ethnicity**: Racial taunts, graffiti, gestures

- **Sexual Harassment:** Explicit sexual remarks, prejudice against sexual orientation identity, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- **Direct or indirect verbal name-calling:** sarcasm, spreading rumours, teasing
- **Cyber-bullying:** bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Any incidents of bullying are recorded on CPOMS and are immediately followed up with a meeting that will include the headteacher, class teacher, class team and therapists. Parents/carers will be notified.

Recording of Incidents

- The teacher will record behaviour incidents in CPOMS and will include:
 - (1) Time and date it happened
 - (2) Where it happened
 - (3) What happened just before
 - (4) What did the pupil do (describe the challenging behaviour)
 - (5) What did the staff do to manage the behaviour
 - (6) What happened as a result of the staff's action
- All incidents are reported to a member of the SLT at the time they occur and followed up with a debrief meeting with the class team and a member of the SLT, within 24 hours. After the meeting interventions will be put in place from the behaviour team, the class teacher and class team, SaLT and OT.

Fixed Term Exclusions

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

In **exceptional circumstances** it may be necessary to issue a Fixed Term Exclusion when a pupil presents with behaviour deemed to be high risk (please refer to our Exclusions Policy).

Recording of Fixed term Exclusions

- All sessions are recorded on the individual pupils register using code E.
- There must be an accompanying incident report for all FTEs.
- A copy of the incident report must be sent to the parent/carer.

Only the Head of school can issue a fixed term exclusion after consultation with the Director of Education.

Internal Exclusions

In key stage 3, when a pupil has used inappropriate behaviour that has effected the learning and well-being of students on repeated occasions throughout the day he/she may be given a half or whole day internal exclusion. This will be decided after consultation with the class team, SLT, behaviour team and parents. The student will work in a different space for the time of the internal exclusion and will always be accompanied by a member of staff.

The student will meet with the headteacher and class teacher to discuss the reasons for the internal exclusion and will discuss next steps at the end of the exclusion with the headteacher and class teacher.

Recording of Internal Exclusions

- All internal exclusions must be recorded on CPOMS with follow up notes on next steps.
- **Only the Head of school can issue an internal exclusion after consultation with the Director of Education.**

Staff Training

Eagle Park School ensures that all staff receive the appropriate and regular training to ensure best practice and develop skills to support dysregulation and behaviour. This includes, but not exclusively - augmented communication skills such as Makaton, PECS, MAPA training and training on Social Stories, Visual timetables, Now and Next boards and Zones of Regulation to equip them with the skills and knowledge needed to support pupils' behaviour.

We have certified in-house MAPA instructor.

Monitoring

The Executive Leads together with the Head of the school are responsible for approving and reviewing the effectiveness of the behaviour policy every 2 years. The Head of School will monitor how staff implement this policy to ensure that behaviour is managed consistently across the school and make sure that Eagle Park School is a positive and safe environment for everyone. All staff are responsible for:

- Implementing the behaviour policy consistently.
- Attending relevant training including MAPA and implementing learnt strategies to manage dysregulation.
- Reporting and recording incidents (CPOMS) and using these reports to identify reasons and potential triggers of challenging behaviours in order to prevent them

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Attendance policy
- Curriculum policy

Reviewed by: The Behaviour Team, Headteacher and Head of Education

Authorised by: Headteacher

Margaret Carey

Signature:

Margaret Carey

Date: March 2024