

BEHAVIOUR POLICY
FOR
EAGLE PARK INDEPENDENT SCHOOL

Date	March 2023
Next Review	March 2024



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Introduction

At Eagle Park School 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 by exploring the challenges they face holistically taking into consideration their life history, physical and emotional health and needs. In order to be proactive and preventive, we teach our pupils self-regulating skills to replace challenging behaviours by integrating multidisciplinary perspectives such as Zones of Emotional Regulation, Speech and Language Therapy, Occupational Therapy.

Aims

- To provide a consistent and systematic approach to identify and respond to various levels of crisis behaviours.
- Recognise how to manage our own consistent and calm behaviour in order to influence a positive outcome in a crisis situation.
- Establish strategies to strengthen non-verbal communication.
- Learn safety intervention strategies to maximise safety and minimise harm.
- Explore a framework to help and guide staff and the pupils in distress through a process of re-establishing the relationship.
- Demonstrate and practise nonrestrictive and restrictive interventions that are consistent with CPI Framework

Legislation and Statutory requirements

We have a legal duty under the Equality Act 2010, and Keeping Children Safe in Education 2022 in terms of safeguarding and supporting pupils with special educational needs (SEN)

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](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](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](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 able to learn
- Be treated with respect
- Be able to access learning

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 some pupils require a more sensitive and differentiated approach

Positive Management of Behaviour

We encourage a positive ethos for teaching and learning by using the following strategies:

- Setting boundaries and rules through a shared understanding
- Positive feedback, praise and rewards
- Differentiated activities
- Activities to develop self-esteem
- Inclusive displays
- Welcoming and facilitating regular communication from parents/carers
- Celebrations
- Outings
- Good modelling by adults

Reinforcing Positive Behaviour

We use rewards in order to:

- Encourage good behaviour
- Place emphasis on and reinforce positive achievements Raise self-esteem
- Reinforce and teach desired behaviour
- Acknowledge that staff notice and value pupil efforts
- Encourage responsibility
- Send positive messages to parents/carers

Rewards System

We ensure that positive feedback given is personal, specific, genuine and appropriate. The TEACCH Approach enables pupils to choose individual rewards, giving them an incentive to complete tasks throughout each day.

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

- Following instructions
- Completing tasks
- Quality of work
- Making an effort
- Positive attitude
- Kindness
- Sharing
- Caring
- Listening
- Staying on task

Rewards used

- Praise
- Body language e.g. thumbs-up, smile
- Positive comments on work

- Positive Comments in home-school communication books
- Certificates
- Golden Time
- Phone call home
- Positions of responsibility
- Activities & trips

The Safety Intervention Model:

At Eagle Park School all staff are trained in Safety Intervention, a Model devised by the Crisis Prevention Institute, which aims to reduce and ultimately eliminate restrictive practices via the following **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

To find out more, please visit:

<https://www.crisisprevention.com/Industries/Education-Professionals>

Identifying reasons for behaviour and responding appropriately

At Eagle Park School we believe that all behaviour serves a function. Pupils display behaviour to express their feelings, needs and wants in order to have them met. We recognise that pupils can be affected by:

- Communication difficulties and frustration of not being understood
- Restrictive and repetitive behaviours
- Sensory needs
- Anxieties, fears and phobias
- Discomfort or illness
- Lack of understanding emotions
- Previous traumatic experiences

The above factors can lead to escalating behaviours during a moment of crisis according to the CPI Crisis Development Model and can present in the following ways: :

- **Anxiety**: Clenched fists, withdrawal
- **Defensiveness**: Refusal, shouting
- **Risk Behaviour**: Physical aggression to self and others
- **Tension Reduction**: crying, apologising, fear

Strategies to Support Challenging Behaviour

Whilst we cannot manage how our pupils escalate their behaviour, staff use the Crisis Development Model (see table) to manage how they respond.

Integrated experience

Crisis Development/Behaviour Level	Staff Attitudes/Approaches
Anxiety	Supportive
Defensive	Directive
Risk Behaviour	Safety Interventions
Tension Reduction	Therapeutic Rapport

Strategies to Support Positive Behaviour

- Use of clear visual supports e.g. augmented communication, visual schedule of the day, now – next - then boards, planned transitions, timers.
- Teaching pupils functional communication and negotiation skills
- Clutter free, structured, low arousal environment
- Use of clear structure
- Opportunities embedded in the curriculum to teach appropriate/ inappropriate interactions with others, emotional awareness and self-regulation.
- Use of Zones of Regulation program
- Use of SCERTS framework
- Use of SoSafe framework

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 CPI 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 (CPOMS)

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 tell 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 Harrassment:** 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.

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 analysed termly.

ERSPs (Emotional Regulation Support Plans)

ERSPs (Emotional Regulation Support Plans) are devised for pupils whose repeated behaviour impacts on the learning or well-being of either themselves or others. The aim is to

teach self-regulating strategies and functionally; equivalent alternatives to challenging behaviour.

We use a multi-disciplinary approach (class teacher, senior management, parent/carer, Speech and Language therapists, Occupational Therapists) to develop an ERSP.

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

- The teacher/LSA identifies a challenging behaviour.
- If the behaviour is repeated, a multi-disciplinary meeting is held to review behaviour data and co-create a ERSP.
- If the ERSP includes a physical intervention, a separate risk assessment will be completed.
- The ERSP will be reviewed after 4 weeks and revised if necessary.
- ERSPs are reviewed when needed and as minimum, termly by the teacher and yearly by SLT

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.

Staff Training

Eagle Park School ensures that all staff receive the appropriate training (regular training on augmented communication skills such as Makaton, PECS, CPI training, etc) to equip them with the skills and knowledge needed to support pupils' behaviour.

We have certified in-house CPI (Crisis Development Intervention) instructors.

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 Crisis Prevention Intervention (CPI) 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: Behaviour Leads- Senior Teacher & AHT Curriculum

Authorised by: Headteacher

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

Signature:

Date: March 2023