



ABINGDON
HOUSE SCHOOL

Behaviour Management Policy and Procedures

Responsible Person: Deputy Head

Last Review Date: September 2019

Next Review Date: September 2021

In all AHS Policies, unless the specific context requires otherwise, the word “parent” imports the meaning parent, guardian, carer or any other person in whom is vested the legal duties and responsibilities of a child’s primary caregiver.

If you require a copy of this document in large print, braille or audio format, please contact AHS’s Main Office.

AHS employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:

Peninsula HR Online
Peninsula Business Safe (Health and Safety)
Care Check (DBS)
Educare (online CPD)

Introduction

Abingdon House School is owned and operated by Cavendish Education; the Proprietary Body also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This Policy document is one of a series of AHS Policies that, taken together, are designed to form a comprehensive formal Statement of AHS's aspiration to provide an outstanding education for each and every one of its students, and of the mechanisms and procedures being put into place to achieve this. Accordingly, this Policy needs to be read alongside all of these Policies in order to get the full picture, and should be read in conjunction with the **Equality Policy**, the **Health and Safety Policy**, the **Promoting British Values Policy** and the **Safeguarding Children & Child Protection Policy** in particular. All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its core values, our '4 Cs':

Character

Creativity

Confidence

Competence

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote

the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

3. Bullying

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 is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, 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

We do not accept bullying in any form and we investigate and deal with all such reports or complaints swiftly and appropriately. Incidents of bullying are recorded as soon as possible in the Bullying Incident Log which is signed off by a member of SLT (see appendix). Refer to the Countering Bullying Policy.

We do not accept racism in any form and we investigate and deal with all such reports or complaints swiftly and appropriately. Incidents of racism are recorded as soon as possible in the Racism Incident Log which is signed off by a member of SLT (see appendix).

4. Definitions of challenging behaviour at AHS

- By identifying behaviours that are most affecting student's quality of life;
- By how much the student's access to the curriculum is affected;
- By identifying which behaviours staff and other students find most challenging.
- Not all behaviours need changing. We need to be tolerant of differences and not interpret all behaviours as those that need changing;
- Some behaviours are coping strategies or part of students' needs and / or personality, this is natural and should not be interpreted otherwise.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendices for behaviour logs)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

At Abingdon House School, we expect our students to display our core values: character, confidence, competence and creativity. In order to do so we have two distinct code of conducts for the Junior and Senior School.

In the **Junior School**, the code of conduct is referred to as 'The Golden Rules'. These are as follows:

- Be kind and helpful
- Be respectful
- Be honest
- Try your best
- Look after school property

In the **Senior School**, the code of conduct is referred to as 'Expected Behaviours'. These are as follows:

- Be on time for lessons
- Speak to staff politely
- Speak to students politely
- Listen to, and follow, instructions from staff
- Try your best with your classwork

In addition, the following items are prohibited from school:

- Knives, weapons, alcohol, illegal drugs, tobacco, cigarette papers, fireworks, lighters, pornographic images
- Any article that staff reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or damage to property

7. Rewards and Consequences

The 'Golden Rules' (Junior school)

These are the desired behaviours which students in the Junior school demonstrate throughout the school day. These are: 1) Be kind and helpful, 2) Be respectful, 3) Be honest, 4) Try your best, 5) Look after school property.

Children who present these behaviours receive merits. A most merits certificate is handed out to each class at the end of the week

A 'Star of the Week' certificate is also awarded in every class for the students who performed above and beyond in a certain area that week

Each class teacher has an individual system for tracking merits and other rewards in their classrooms

Senior School: The Target System

All children begin the lesson with their name in the centre of the target.

Students who show expected behaviours remain in the centre. This recognises the fact that they are doing what is expected of them. Any student who remains 'on target' for the entire lesson will receive 1 credit.

Commendations are an additional reward that can be awarded to students. Commendations are more difficult to earn than merits, and reflect that upper school students should consistently be behaving in a more mature manner.

Commendations can be given out for:

- Outstanding effort in class (over a period of lessons);
- Outstanding behaviour (over a period of lessons);
- Supporting other students;
- Supporting members of staff;
- Being a role model for other members of the AHS community;
- Other outstanding contributions to the AHS community

Each commendation is worth 10 credits. Commendations are logged centrally in the Upper School Rewards Log and can be given out by any member of teaching staff.

As the expectations of the students are higher, we have also made the rewards for positive behaviour greater. Students will work towards reaching milestones which offer certification and accompanying rewards. The rewards milestones are laid out below.

Number of Credits	Reward
250	Bronze Certificate (Form tutor) & £5 voucher of choice
500	Silver Certificate (Deputy Head teacher) & £10 voucher of choice
750	Gold Certificate (Head teacher) & £15 voucher of choice
1000	Platinum (Mr Hassan) & £20 voucher of choice
1500	Cavendish Star Award & £30 voucher of choice

There will be a weekly raffle for additional prizes. Any student who has received no concern logs over the course of the week will have their name entered into the raffle. This will be the same for any student who has received more than 25 credits in the week. This also applies to any student with 100% attendance AND punctuality.

These prizes will be separate to the rewards accrued for credits.

Consequences

Junior School: The Star System

All children begin the lesson with their name on the Star.

If there is inappropriate behaviour presented, a student will be issued with a verbal warning

If a student receives another warning they will be 'taken off the star'. At this point it is explained to them; what behaviour is expected, to get back onto the star.

If the student receives another warning they receive a 'timeout'. This is 5 minutes for reflection and discussion taken at either; break time, lunch time or Golden time.

If a student's behaviour is significantly disruptive to learning or is potentially dangerous to other students, a member of the Behaviour support team will be called to take the child for reflection outside the classroom.

Some behaviours are significant enough to move beyond the typical warning system and go straight to timeouts or reflection with SLT. These are detailed in the rewards and consequences chart.

The behaviour system links with the Golden Rules (Junior School) and Expected Behaviours (Senior School) which are displayed in every learning environment around the school (see appendix).

The sanctions below are given across the school day. However, if a sanction is agreed by staff at the end of the day to be enforced the following day, the student and parents will be informed immediately by a phone call or emailed of the decision.

Senior School Concern Logs will be issued if students are unable to show basic expected behaviours in lessons or around the school community.

Whenever a concern log is issued, the staff member must engage in a restorative conversation with the student (as immediate as possible) and follow up that discussion with an email home.

However, if multiple concern logs accumulate there are incremental measures that will occur to help support the students to improve their behaviour for learning. The incremental progression of measures are detailed below:

Number of concern logs	Consequence	Possible strategies
5	Discussion with class teacher	<ul style="list-style-type: none"> • Loss of privileges in school; • Use of break-time or lunch-time to complete unfinished work; • Progress tracker
10	Meeting with parents and class teacher	<ul style="list-style-type: none"> • Loss of privileges in school; • Use of break-time or lunch-time to complete unfinished work; • Progress tracker
15	Meeting with Deputy Head teacher	<ul style="list-style-type: none"> • Loss of privileges in school; • Target Card; • Community Service
20	Meeting with parents and Deputy Head teacher	<ul style="list-style-type: none"> • Loss of privileges in school; • Target Card; • Community Service
30	Meeting with Headteacher and Deputy Head teacher	<ul style="list-style-type: none"> • Modified curriculum / timetable • Loss of privileges in school; • Target Card;
40	Meeting with parents, Headteacher and Deputy Head teacher	<ul style="list-style-type: none"> • Modified curriculum / timetable • Loss of privileges in school; • Target Card;

In addition to receiving a 'Time Out' or 'Concern Log', the following additional sanctions may be implemented:

- Missing break time (school)
- Loss of privileges appropriate to the child's age and their understanding
- Sanctions and reparation linked and appropriate to the offence
- The student may be required to catch up with the work they have missed either at break-time or at home
- Clearing up as appropriate
- Reparation of damaged school items
- The student is referred to the appropriate member of SLT
- A phone call home to parents
- Parents called for a meeting
- Exclusions (see Exclusion Policy)

Sanctions and Punishments not allowed include:

Corporal Punishment

Any form of hitting of a child (including hitting a child in anger or retaliation)

Deprivation of access to food and drink

Enforced eating or drinking

Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline

Requirement to wear distinctive clothing

Locking in a room or area of building

Intimate physical examination of child

Withholding any aids or equipment needed by a child

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

Our Approach

We adopt positive strategies to developing long term changes to behaviour. We believe that changed behaviours as a result of positive strategies may take longer to achieve but will have greater lasting results.

Children are helped to understand acceptable behaviour through classroom organisation and the establishment of clear routines, explicit expectations of behaviour, and the use of timetables. There is a consistent attitude amongst staff as to what constitutes inappropriate behaviour.

Behaviour patterns are tracked and monitored on the Behaviour Log (on google sheets) database. This enables us to track behaviour patterns and make more focused interventions.

Strategies

At Abingdon House School we use a variety of strategies to reduce and modify challenging behaviour. Each strategy is implemented according to students' individual needs. The most common strategies adopted throughout the school are:

- Changing the physical environment / stimulation etc.;
- Ensuring the environment is organised and predictable;
- Paying attention to external stimulation such as light, temperature, noise etc.;
- Providing structure and routines;
- Using visual timetables, work and activity routines, planned transition times;
- Improving communication skills;
- Improving students' communications skills through the use of communication support;
- Targeted teaching of communication skills via life skills and social skills sessions.

Clear and Consistent Expectations

Ensuring students know what is expected of them and presenting students with clear choices/options.

Reflective Skills

Teaching students strategies which allow them to link appropriate behaviours to situations via the 'Size of the Problem' programme.

Theory of Mind

Direct teaching of skills related to emotional literacy via our 'Zones of Regulation' programme.

Distraction

A quick way of getting students to the situation where we can reinforce positive behaviour.

Replacement

Providing students with alternative ways to behave that are more acceptable.

Tokens/Contracts

Breaking down a behaviour into smaller and manageable sections of periods of time.

Tokens/contracts are an effective way of working towards a reward.

Social Stories

A short story written in a specific style and format. This aims to teach social understanding and is matched to the skills of the student.

Planned Ignoring

Extinction, or planned ignoring (ABA), refers to a strategy where an unwanted behaviour (but not the individual) is ignored. It is based on the idea that responses provided by others (such as giving attention or providing an object or activity) may be maintaining an unwanted behaviour.

Timeout

'Timeout' is used for short periods of time (5-10 mins depending on the age and cognitive ability of the child). It is a time out from a desired activity or contact and can only be used as a break from a difficult situation.

Requesting 'Break'

Aims at teaching student to recognise the signs of distress or overload and teaches them to self-regulate through requesting a break from a stressful situation.

Sensory Diets

Specific physical activities designed to assist children with self regulating e.g. animal walks for a child who needs additional stimulation or using the swing to help reduce high levels of arousal.

These are an example of some strategies that might be used. It is not an exhaustive list. These strategies do not work in isolation. In some cases teachers will use their professional knowledge to implement additional strategies depending on the individual.

Achievement and rewards are at individual, class and whole school level.

Consistency

One of the most important things to bear in mind when undertaking any behavioural strategy or intervention is the need for a consistent approach. Without the support and commitment of all relevant people in an individual's life, it is unlikely that lasting behavioural change will be achieved.

Maintenance

From time to time it may be necessary to go back and revisit a particular strategy or approach if an individual is experiencing difficulties, to ensure that new skills are maintained over time. This may particularly be the case around times of illness, stress or change.

Fading Out Prompts and Reinforcers

Our ultimate goal for any behavioural intervention should always be to promote an individual's independence, quality of life and self-efficacy. To this end, it is important that any prompts and reinforcers (with the exception of verbal praise) be gradually reduced to as low a level as possible while maintaining the desired behavioral change.

Individual Education Plans (IEPs)

Behaviour targets can be part of the IEP targets setting process. This will be supported by the relevant professionals.

Creating Behaviour Management Plans (BMPs)

When staff are concerned that a student is finding it difficult to manage their physical and/or emotional wellbeing

1. Challenging behaviours are identified and an observation is carried out to establish any triggers and cause of the behaviour. There are a variety of tools available to compile functional analysis of the behaviour e.g. Traffic Light Monitoring Chart (see appendix).
2. Consultation with the relevant professionals will take place and a BMP is put together (see appendix).
3. The plan will be shared with parents/carers and their input will contribute to the final document.
4. This document is shared with the entire staff to ensure the interventions suggested are consistently adhered to.
5. A Behaviour Monitoring Process will follow and a date will be set for the relevant professionals, who were involved in the creation of the plan, to meet. During this meeting they will analyse the effectiveness of the programme and decide whether the interventions should be continued or revised.
6. Parents and carers will be notified of the result of the BMP review and their contributions to any further intervention are welcomed.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using 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 (see appendices for Physical Restraint log)

Post Physical Intervention Procedures

As soon as possible after an incident staff should fill out the physical intervention log. This should be within 24 hours and should be signed by a member of the SLT.

The following procedures need to take place:

- A debrief for staff involved and their welfare checked;
- When the staff member and child are both calm a debrief should take place between them;
- Time to reflect with the individual child as to strategies that could be useful in the future to help reduce the challenging behaviour;
- BMPs reviewed and any amendments to be agreed with SLT and parents;
- Any serious incidents that result in injury to students or staff **MUST** be entered into the accident book located in the office. If necessary a first aider should see the individual and if a head injury is caused a letter will be sent home.

8.3 Confiscation

Any prohibited items (listed in section 6) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinators and the school's therapy team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

8.5 Debriefing Process

Minor incidents

Following minor incidents Staff Teams are advised to meet and evaluate what has happened. The Team should ensure other members of staff are aware of the incident and what happened after. The Team is advised to reflect why the incident occurred, what preventative measures could be put into place and how the incident was dealt with. Teams should ensure all staff are in agreement and support each other. It is important that Staff Team members feel confident about decisions made.

Minor incidents are recorded and monitored so that a pattern of behaviour can be established. Minor incidents such as timeouts or concern logs are recorded on the Behaviour Logs as orange and/or in the individual's personal file. (see appendix).

Serious Incidents

Following a serious incident involving injury or prolonged physical intervention a break from the classroom environment is advised. Staff are encouraged to have time away to 'recover' from the stress or emotional experience and to receive support and guidance. It is important that staff do not return to class until they have had sufficient time to compose themselves and feel confident about working with the individual again without prejudice.

Serious incidents must be logged on the relevant Behaviour Log. If a physical intervention or restraint has been carried out then this MUST be logged also in the Physical Intervention Log book. A serious incident is where there is a foreseeable risk. This is colour coded red in the log (see appendix).

De-briefing Process for Students

Students may require 'timeout' or time to 'regroup' before they return to class. As each individual student will respond differently, this should be managed on an individual basis.

It is important to recognise that other students who were not directly involved in the incident may require time or reassurance as a consequence.

Links and Appendices

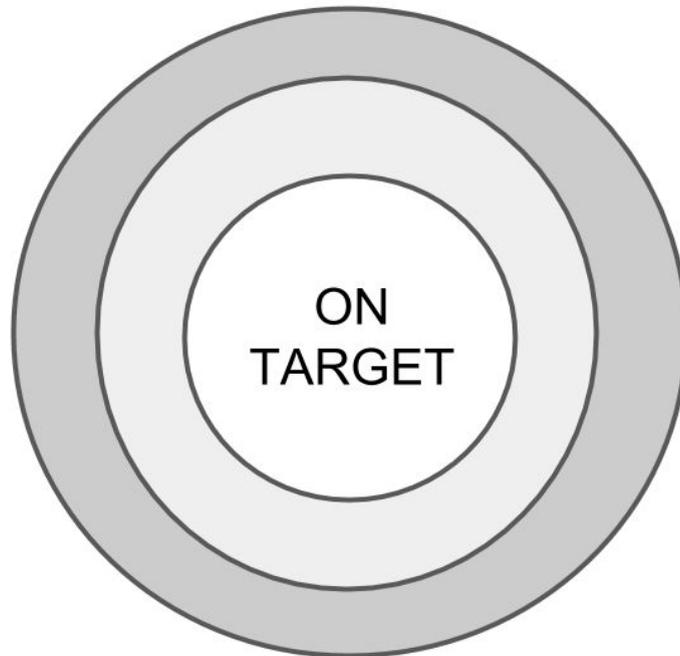
1. Exemplar Traffic Light Monitoring Log Chart
2. Exemplar Personal Log with Behaviour Management Plan
3. Junior School Behaviour Log
4. Senior School Behaviour Log
5. Restorative Reflection Form (Senior School)
6. Visual Guide to Behaviour Management (Junior/Senior School)
7. Size of the Problem / Zones of Regulation
8. Bullying Log
9. Racist Incident Log

- 10. Physical Intervention Log
- 11. Physical Intervention Form
- 12. Online Safety Incident Log

Appendix 5.

REWARDS		CONSEQUENCES	
Working Hard	Merit	Calling out	Warnings
		Arguing	
		Disrespecting others	
		Disrupting others	
Be Respectful to Others	Merit	Teasing others	Timeout
		Bad language	
		Leaving room without permission	
Be Kind and Helpful to Others	Merit	Refusing to do work	Discussion with the Headteacher
		Not telling the truth	
		Hitting	
Contributing to Lessons	Merit	Stealing	Discussion with the Headteacher
		Spitting	
		Damaging school property	
		Biting	





E
X
P
E
C
T
E
D

B
E
H
A
V
I
O
U
R
S

Be on time for lessons

Speak to members of staff politely

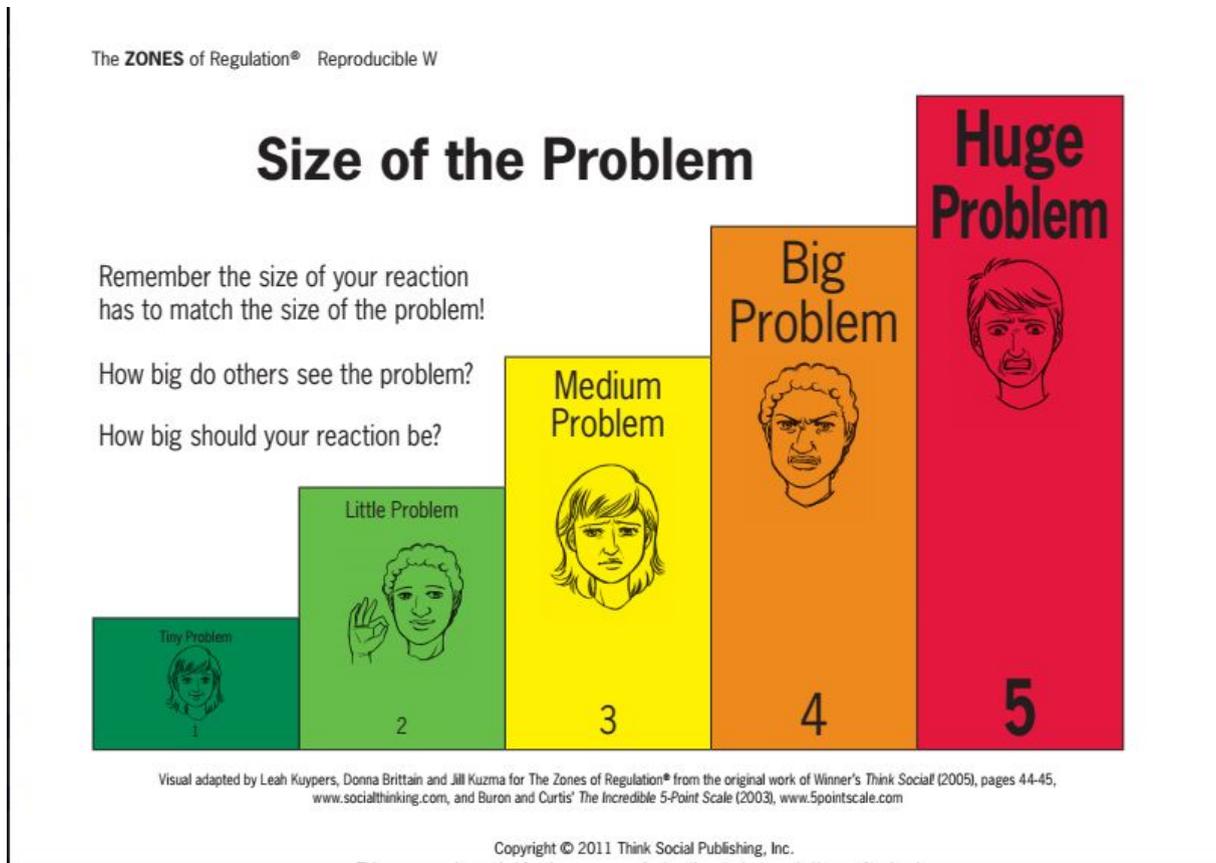
Speak to other students politely

Listen to, and follow, instructions

Try your best with classwork



Appendix 6.



The Zones of Regulation

Blue Zone:	Low state of alertness, poor body control. Sad, tired, sick or bored.
Green Zone:	Neutral/ in control of body. Calm, happy, focused, content.
Yellow Zone:	Heightened alertness, some control of body. Stressed, frustrated, anxious, excited, silly, nervous, confused, sensory seeking.
Red Zone:	Extremely heightened alertness, not in control of body. Anger, rage, panic, terror, extreme elation.

Important Terms

Self-Regulation

The ability to achieve the preferred state of alertness for the given situation. This includes regulating our body's needs as well as our emotions.

Tools

Doing/calming/thinking strategies that aid self-regulation.

Size of the Problem

Helping the child to think about the size of the problem – big/medium/little problems. Is the reaction appropriate to the problem?

Using the Tools

When a student identifies that they are in a particular zone offer them a choice of tools:

- A calming tool e.g. figure of 8 breathing;
- A doing tool e.g. pulling theraband;
- A thinking tool e.g. talking to an adult.

Not all strategies suit everyone so whenever possible offer a choice. (Some students may struggle to choose a strategy particularly in the Red Zone and at these times it may be more appropriate to give one direct strategy).

It is important that we all use and model the same language when talking about the Zones. First label the Zone, then the feeling and last offer a choice of tools.

“I can see you are in the Yellow Zone and feeling frustrated. Would you like a doing, calming or thinking tool?”

After using the tool: **“You did 10 star jumps and now you are back in the Green Zone.”**

Example

Fred is in the Yellow Zone and feeling anxious, there is a change in the timetable today and changes in structure worry him. Fred has identified that he is in the Yellow Zone either by indicating this on a thermometer, telling someone or someone has noticed.

He is offered a choice of 3 tools:

- Figure of 8 breathing (calming)
- Pulling theraband (doing)
- Talking to an adult (thinking)

Fred chooses to do some figure of 8 breathing, which an adult talks him through. Afterwards he feels less anxious, in the Green Zone and ready to work in his lesson.

If he was still feeling anxious he could be offered one of the other 2 strategies. Over time a picture of what strategies help which students can be built up.

Why do we need to support students by giving them sensory strategies?

It is important to remember when we are supporting students to select a strategy to get to or stay in the Green Zone that we are helping them to do something that comes naturally to most people.

We all use self-regulation strategies automatically in everyday life. If you think about your morning routine for work there will be parts of it that you consider 'essential' that help you stay regulated e.g. a cold or hot shower, a warm drink, a brisk walk, listening to music, reading on the train, cycling to work, talking to your partner before you leave, putting on a particular hand cream or perfume.

Everyone needs to self-regulate even football managers! Some of our students need a lot of heavy input in the jaw and mouth area, watch premiership football managers chewing on gum on the sidelines – they are using the same heavy muscle input through their jaw to regulate during a stressful time.

The tools of the Zones of Regulation are there to support students to find ways to use their sensory system to keep them regulated. Not all strategies people have are appropriate or healthy behaviour so we want to equip our students with helpful strategies so that they don't develop unhelpful ones.