

# Churchill Park Academy

## Personalised Support and Behaviour Policy

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### Introduction

At Churchill Park Academy we are committed to providing a supportive and inclusive learning environment for all of our pupils. We understand that pupils with complex needs may face a variety of challenges that can impact their behavior and emotional well-being, and it is our priority to support each pupil in achieving their full potential. We believe that every pupil deserves a personalised approach to their education and support, and our Personalised Support and Behaviour Policy is designed to reflect this commitment.

### Aims

Our Personalised Support and Behaviour Policy aims to support individuals with a wide range of complex needs to achieve positive behavior, regulation, emotional well-being, and social and emotional learning. Our key objectives include:

1. To develop a shared understanding of behavior as a form of communication
2. To support all pupils to communicate their needs and feelings effectively
3. To provide tailored support for co-regulation and self-regulation
4. To promote positive relationships and social-emotional learning
5. To provide effective and evidence-based behavior interventions that are individualised for each pupil.

### Staff Training

All teaching staff in our school are required to undertake the Team Teach Positive Behaviour Training: Level Two. This training focuses on developing staff skills to support positive behaviour management, with a strong emphasis on the use of non-physical interventions. The

philosophy of the approach is based on the principle that 95% or more of all incidents should be managed without recourse to physical intervention.

The Team Teach approach is a flexible framework of responses that emphasizes a holistic approach to behaviour management. It takes into account the individual needs of each pupil and aims to build positive relationships between pupils and staff. Through this training, staff are equipped with a range of skills and strategies to support pupils in developing their self-regulation, communication, and emotional wellbeing.

The Team Teach training also emphasizes the importance of positive relationships and communication in managing behaviour. It is based on the principle that building positive relationships with pupils is key to preventing challenging behaviour. The training highlights the use of positive reinforcement, praise, and recognition as key strategies for promoting positive behaviour.

By providing staff with this training, we aim to ensure that all pupils in our school receive high-quality support for their behaviour management needs. This approach promotes a positive, safe and inclusive learning environment for all.

In addition to this, both support staff and teachers receive ongoing training and development opportunities to deepen their understanding and implementation of strategies to support behavior and communication. This is done through regular morning briefings, teacher meetings, and INSET days. Supporting documents and resources are also shared via the Churchill Park Academy TEAMS page to ensure that staff have access to the latest best practices and research-based strategies. Our goal is to provide a safe and supportive learning environment for all our pupils, and we recognize that this can only be achieved with the support and commitment of our dedicated staff.

## **Prevention Strategies (that 95%)**

We strongly believe that preventing challenging behaviors is just as important as addressing them. To that end, we have implemented a range of strategies across the school to help co-regulate, reduce anxieties, and provide a sensory supportive environment.

- **Co-Regulation:** Co-regulation refers to the process of adults and children working together to manage emotions, stay focused, and engage in positive behavior. To promote co-regulation, we will:
- Establish a warm and welcoming environment in classrooms and common areas.
- Encourage teachers to use positive reinforcement and praise to reinforce appropriate behaviors.
- Provide staff with training on how to recognize and respond to children's emotional needs.

- Foster strong relationships between teachers and students by encouraging frequent communication and check-ins.
- Reducing Anxieties: Many challenging behaviors are the result of anxiety. To reduce anxieties, we will:
  - Establish routines and clear expectations for behavior in all areas of the school.
  - Provide opportunities for movement breaks and sensory input throughout the day.
  - Use social stories and other visual aids to help children understand expectations and routines.
  - Ensure that all staff are trained in identifying and addressing anxiety in children.
- Sensory Supportive Environment: Some children may require a sensory supportive environment to regulate their behavior. To provide a sensory supportive environment, we will:
  - Ensure that all classrooms and common areas are well-lit and have appropriate acoustics.
  - Provide a variety of sensory tools and materials, such as fidgets, weighted blankets, and noise-cancelling headphones.
  - Allow for movement breaks and physical activity throughout the day.
  - Establish quiet spaces for children who need a break from sensory input.

By implementing these prevention strategies, we aim to create a positive and supportive learning environment that helps all students succeed.

## **Behaviour and Communicaitaion**

At our school, we recognize that most communication is behavior, and we strive to support our pupils to communicate their needs and feelings in a safe and effective way. Our staff is trained to recognize that challenging behavior may indicate an underlying need, and we aim to provide targeted support that addresses the root cause of any behavior concerns.

*“Behavior is a form of communication. When words are not used, behavior will often serve as a means of expressing one’s needs and wants.” Dr. Stephen Shore*

## **Total Communication**

We use a total communication approach, which means we use a range of communication methods such as signing, symbols, pictures, and objects of reference. We aim to tailor our communication approach to each individual pupil's needs, preferences, and abilities, so they can communicate in the most effective way for them.

*“Total communication is important because it recognizes that there are many different ways to communicate and that each person with complex communication needs may use a unique combination of modes. When we provide access to multiple communication modalities and*

*tools, we are helping individuals with complex communication needs to express themselves and connect with others in a way that works best for them." Dr. Janice Ligh*

## **Co and Self-Regulation**

We recognize that many pupils with complex needs may require additional support for co and self-regulation. Our staff works collaboratively with pupils and their families to identify effective strategies to support this, such as providing sensory breaks, using visual supports, and providing a quiet space for pupils to regulate. We aim to use positive behavior support strategies that reinforce positive behavior and provide a clear structure for pupils to follow.

*"For children with complex needs, self-regulation skills are vital for managing stress and anxiety, promoting concentration and focus, and establishing positive relationships with peers and adults." - Angela Moorad, SLP and Founder of OMazing Kids*

Here are some examples of co and self-regulation strategies that are encouraged in our school:

- **Sensory breaks:** Students may have sensory needs that require a break from the classroom environment in order to regulate their emotions and behavior. Sensory breaks could include activities such as deep breathing, stretching, or using sensory tools such as fidget toys or weighted blankets.
- **Visual schedules:** Visual schedules can help students understand what they are doing during the day and what is expected of them, which can reduce anxiety and increase predictability. This could be particularly helpful for students with Autism Spectrum Disorder or other developmental disabilities.
- **Social stories:** Social stories are personalized stories that can be used to help students understand social situations and expectations. This could include stories about how to use appropriate social skills during interactions with peers or teachers.
- **Emotional check-ins:** Teachers can provide students with opportunities to check in on their own emotions and practice identifying their feelings. This could be done through a daily check-in activity or through the use of a mood meter.
- **Mindfulness practices:** Mindfulness practices can help students develop the ability to focus their attention and regulate their emotions. This could include activities such as guided meditations, deep breathing exercises, or yoga.
- **Positive self-talk:** Students can be taught to use positive self-talk as a way to regulate their own behavior and emotions. This could include encouraging students to repeat positive affirmations to themselves, such as "I can do this" or "I am capable".

These are just a few examples of the types of co and self-regulation strategies that could be included in the Personalised Support and Behaviour Policy for a complex needs school. The specific strategies used will depend on the individual needs of the students in the school, and may need to be adjusted over time as students grow and develop.

## De-escalation Strategies

At our school, we recognize the importance of providing a safe and supportive environment for our pupils. We aim to use de-escalation strategies that are tailored to each pupil's needs and aim to provide a calming and reassuring environment. Our staff is trained to recognize early signs of escalation and to respond quickly and effectively to prevent behavior from escalating. Some examples of our de-escalation strategies include:

1. Providing a calm and reassuring environment
2. Using sensory strategies such as deep pressure or providing a calming sensory space
3. Using positive language and tone of voice to de-escalate a situation
4. Offering choices to the pupil to regain control
5. Using humor to diffuse a situation
6. Removing any triggers or stressors that may be contributing to the behavior.

*"De-escalation strategies help us maintain the emotional well-being of both the student and staff, and maintain a safe and respectful environment. They are critical in managing the behaviour of students with complex needs, as well as supporting their emotional regulation and communication skills." - Dr. Barry Prizant, Autism Specialist and Author.*

## Rewards and Consequences

We believe in providing clear expectations and consequences for behavior. Our rewards and consequences aim to be proportionate to the behavior and focus on reinforcing positive behavior rather than punishing negative behavior. Some examples of our rewards and consequences include:

1. Verbal praise and positive feedback for positive behavior
2. Offering small rewards such as stickers or extra time on a preferred activity
3. Time out or a short break to regain control
4. A behavior support plan with clear goals and consequences for negative behavior
5. Involvement of parents and carers in supporting behavior management.

At our school, consequences are not used as a punishment, but as a learning opportunity to support positive behavior choices. We understand that pupils with complex needs may not always understand the consequences of their actions, and therefore, consequences will be used in a way that is meaningful and understandable to the pupil.

Our approach to consequences will focus on the individual pupil and their unique needs. Consequences will be clearly explained to the pupil in a way that is accessible and easy to understand. It is essential that the pupil understands the link between their actions and the consequences that follow.

We aim to use positive consequences that are tailored to the individual pupil, their interests and abilities. This may include verbal praise, stickers, certificates, extra free time, and other rewards that have been identified as motivating for the individual pupil.

In situations where a negative consequence is necessary, it will be related directly to the behavior that needs to be addressed, and will be proportionate to the situation. The pupil will be supported to understand why the consequence is necessary and what they can do differently in the future.

Overall, our approach to consequences is to support pupils to make positive behavior choices and to learn from their mistakes in a way that is meaningful and supportive.

*“Punishing a person with autism for behavior related to social and communication deficits or sensory issues is like punishing a blind person for not seeing your favorite painting. It’s not the person’s fault that he can’t comply with the request, and punishment will not help him comply. What he needs is to be taught the skills to comply and to be supported in meeting his needs in more socially appropriate ways.” Dr. Barry Prizant, a renowned autism expert and author.*

## **Repairing Relationships**

We recognize the importance of repairing relationships after a behavior incident. We aim to work with pupils and their families to provide support for this. Our approach focuses on restorative practices that aim to repair harm and rebuild relationships. Some examples of our repairing relationships approach include:

- Facilitating a positive interaction between the pupil and any affected parties, such as through a shared activity or play-based experience.
- Encouraging an apology or expression of remorse, and providing support for the pupil to do so.
- Offering a positive touch or hug (where appropriate and with consent) to help the pupil feel safe and supported.
- Providing opportunities for the pupil to engage in positive behavior and receive praise and recognition for doing so.
- Working with the pupil and their family to identify any underlying causes of the behavior and addressing them together.
- Supporting the pupil to develop skills for effective communication and self-regulation in order to prevent future incidents.

Our aim is to promote positive relationships and rebuild trust between the pupil and those affected by the behavior incident."

## **Expectations for Staff**

- Show respect towards pupils, communicate appropriately and avoid talking about them in their presence or in front of others.
- Reflect on the possible underlying causes or triggers of the challenging behaviour of pupils.
- Use evidence-based planning and remain non-judgmental about pupils' life experiences.
- Respond to challenging behaviour in a supportive and non-judgmental manner, while also maintaining appropriate boundaries.
- Acknowledge that managing challenging behaviour can be difficult, especially if a pupil is aggressive or targeting others.
- Manage emotional reactions to pupil behaviour and seek support when necessary.
- Develop their own emotional resilience through professional support provided by the school.
- Listen to pupils respectfully and make informed decisions on how and when to respond.
- Actively build trust and rapport with pupils, earn their trust through positive role modeling and shared experiences.
- Have clear classroom management plans that are appropriate for the age and abilities of the pupils.
- Keep commitments and communicate clearly and honestly if circumstances change.
- Realize that mistakes are part of the learning process, and support pupils to learn from their mistakes.
- Identify the strengths of the pupil and build upon them, while advocating for the pupil when necessary.
- Seek support from professional networks when faced with challenging behaviour.
- Utilize the Incredible Years positive classroom management approach for delivering pupil learning opportunities.
- Follow the physical intervention and behaviour policies of the school.
- Liaise with parents about pupil behaviour.
- Keep records of behaviour issues using CPOMs

## **Pupil Expectations**

- Treat others with kindness and respect
- Assist those who may need help
- Listen respectfully to adults
- Follow school and classroom rules
- Respect school property and the belongings of others
- Take responsibility for their own behaviour and strive to improve

## **Parent/Carer Expectations**

- Stay informed and supportive of their child's behaviour at school

- Respect and support the school's behaviour policy
- Provide a valid and up-to-date emergency contact number
- Review and sign their child's Behaviour Support Plan, Positive Handling Plan or Risk Assessment as needed.

## Recording

All staff will receive training on the recording procedures outlined in this policy during their induction and on an annual basis thereafter.

- All Behavior Support Plans, Positive Handling Plans, and Risk Assessments must be saved on Churchill Park's Teams page and CPOMs.
- Incidents that involve harm to staff or pupils, damage to property, or use of physical intervention must be recorded on CPOMs as Serious Incidents.
- Staff should complete Behavior Weekly Tracker sheets and upload them to CPOMs.
- All bullying incidents must be recorded and reported to the Head Teacher.

## Behavior Records

- All serious incidents must be recorded on CPOMs and reported to the senior leadership team (SLT).
- Behaviors that are frequently exhibited must also be recorded on CPOMs. Staff members can seek support from the behavior lead to identify triggers/antecedents and adapt their management strategies.
- Pupils with a written behavior support plan may require weekly tracker sheets as outlined in the policy. This helps to evaluate whether the strategies used are effective in decreasing the frequency of problematic behavior

## Behavior Support Plan

A student who exhibits any of the following behaviors may require a behavior support plan:

- Behaviors that prevent them from accessing the curriculum
- Behaviors that pose a danger to their own health or safety
- Behaviors that pose a danger to other students or staff
- Behaviors that significantly disrupt the effectiveness of class management and curriculum delivery
- Behaviors that, if unsupported, would be deemed unacceptable for an individually supported student.

Some pupils may also require a support plan to help them reduce anxiety and support their emotional regulation. It is important to note that support needs may not always be obvious, and we aim to reduce stress and anxiety for all students. Therefore, students who exhibit any of



the above behaviors or require additional emotional support may require a Behavior Support Plan. The school provides a Behavior Support Plan (BSP) template, which must be included in the student's learner profile and uploaded onto the server after being agreed upon and signed by parents. Some students may require specific and detailed plans, which may include a shortened day, off-site education, or home-based learning. When significant adaptations are made to a student's learning day, we work jointly with parents/carers, the multi-disciplinary team, local authorities, and external agencies to ensure the best outcomes for the student

## **Bullying**

In our school, we recognize that our pupils have complex needs and are incredibly vulnerable. Bullying, including cyberbullying, can have a devastating impact on these students. We take the issue of bullying very seriously and have a zero-tolerance policy towards it.

We understand that bullying can occur at any time and in any setting. However, in a small group setting, pupils are more closely supervised, and incidents of bullying are less frequent. Nonetheless, we remain vigilant during unstructured times, such as outside play, to ensure that our pupils are safe and protected.

If a pupil is bullied, our staff will intervene immediately. We will comfort and reassure the victim and make the pupil who bullied aware of the harm they caused. We will work towards promoting reconciliation between the victim and bully. Our PSHE curriculum includes lessons on bullying and how to prevent it.

It is important to note that all instances of bullying, including cyberbullying, must be recorded. Parents must be informed either by phone or face to face, and every incident must be addressed in line with our policy. We encourage pupils to take responsibility for their actions, apologize, and agree to stop or change any behavior causing concern.

We also recognize the importance of teaching our pupils how to keep themselves safe online. Please see our separate policy on online safety for further guidance.

## **Discriminatory language/incidents**

Discriminatory language or incidents are not acceptable in our school. While such incidents are rare, they do occur and must be addressed promptly. It is important to note that pupils with complex needs may not understand the implications of their words and actions, and may repeat what they have heard without understanding the hurt and upset it can cause. Therefore, we work with pupils, parents, and outside agencies to educate and support them in understanding appropriate language and behavior.

Any incidents that include elements of racism, homophobia, sexism, or relate to disability, gender, or religion must be reported immediately to the SLT. Such incidents will be taken seriously and recorded in accordance with our policy. We will work with the pupils involved to

help them understand the impact of their behavior and to find ways to prevent similar incidents from occurring in the future.

## **Restricting Liberties**

At Churchill Park, we believe that every pupil has the right to be treated with respect and dignity. Therefore, we have strict guidelines in place to ensure that no pupil's liberties are ever restricted inappropriately. It is important to note that pupils with complex needs may have different requirements, and we work closely with pupils, parents, and outside agencies to create personalized support plans.

We strictly prohibit the following actions:

- Locking a pupil in a room alone without support or supervision
- Depriving a pupil of food or drink
- Denying a pupil access to a toilet

Furthermore, corporal punishment is illegal and strictly prohibited in our school. We do, however, allow for contingent touch, such as a pat on the shoulder in an appropriate context. Holding may also be appropriate in certain situations, such as when it is part of a positive behavior management strategy or when a pupil has complex sensory needs and requires squeeze or deep pressure. However, this must always be documented in the pupil's Behavior Support Plan (BTP) as part of their sensory profile.

## **Absconding**

Absconding Procedure:

- Staff must immediately inform Head Teacher, SLT, designated staff, and main office if a student is missing or has absconded with time and location last seen.
- Head Teacher or member of SLT organizes a search of the buildings and known places the student may have gone to.
- If the student is not found, all available staff must complete a thorough sweep of the school and check the perimeter of the grounds.
- The school office must phone the police when the area has been fully checked and the student is not found.
- The school office must immediately contact parents/carers and inform them of the situation when the police have been informed.
- The search may be extended beyond the school perimeter based on the level of risk and the best interests of the student, in consultation with the police.
- Staff must attempt de-escalation techniques and follow Positive Handling Strategies as per Team Teach training.

- Pursuing a student who has left the immediate vicinity of the school should only be done if it is safe to do so.
- The SLT lead must be contacted immediately if the student has left the immediate vicinity of the school and a search must be conducted.
- The SLT or designated staff must contact the police and student's parents/carers immediately.
- Upon return to school, the student should be seen by the SLT to discuss the reasons for absconding.
- It is important to address the issues that arise and complete an incident report on CPOMS.

## Suspensions and Exclusion

**Suspension** is a temporary removal of a pupil from school for a set period of time, usually up to 5 days, and is often used as a way to deal with a serious incident of misbehaviour. During a suspension, the pupil is not allowed to attend school, and alternative provision may be arranged for them, such as home learning. The purpose of a suspension is to give the school time to investigate the incident and decide on a course of action.

On the other hand, **exclusion** is a permanent removal of a pupil from school, and it can only be used in specific circumstances, such as when a pupil's behaviour is deemed to be so serious that it poses a risk to the safety and well-being of other pupils or staff. An exclusion can be either a fixed-term exclusion or a permanent exclusion. A fixed-term exclusion is a temporary removal from school for a set period of time, usually up to 45 days in a school year. A permanent exclusion is a permanent removal of a pupil from the school roll, and the pupil may be transferred to another school or to alternative provision.

At Churchill Park Academy, we believe that every student has the right to an education, and exclusions are only used as a last resort when all other strategies have failed to manage a student's behavior. We understand that students with complex needs may require additional support to regulate their behavior and prevent incidents of harm to staff, pupils or damage to property.

### Reasons for Suspensions and Exclusions

Reasons for Exclusions will only be used in cases of serious harm to staff or pupils, or when expensive damage to property has occurred. We understand that these situations are rare and will make every effort to manage the behavior and support the student's reintegration into school.

If a pupil exhibits behaviour that poses a risk to themselves or others, and the school has exhausted all other behaviour management strategies, they may be suspended or permanently excluded.

#### Early Intervention and Support:

- As soon as possible, identify the cause of the behaviour and put in place strategies to support the child and try to prevent the behaviour from reoccurring.
- Develop an action plan with clear objectives and strategies to support the child's behaviour.

#### Communication and Involvement of Parents and Carers:

- Communicate regularly with parents and involve them in the process of managing the child's behaviour.
- Inform parents immediately of any decision to exclude, the reasons for the decision, and the period of the exclusion.
- Explain the support and interventions available to the child and their parents or carers.

#### Behaviour Plan:

- Develop a formal behaviour plan for the pupil, outlining specific strategies and interventions to support their behaviour and minimise the risk of exclusion.
- Review and update the plan regularly in response to the pupil's progress.

#### Decision-making Process:

- Ensure that the decision-making process is fair, transparent, and reasonable, taking into account all relevant factors, including the pupil's SEN and any medical conditions.
- Follow the school's behaviour policy and legal framework for exclusion, ensuring that all relevant procedures are followed.
- Ensure that the pupil has access to alternative provision, such as a pupil referral unit, if necessary.

#### Involvement of External Agencies:

- Seek advice from external agencies, such as educational psychologists, behavioural support services, and social care services, where necessary.
- Work closely with external agencies to ensure that the needs of the pupil with SEN are properly met.

#### Pupil Movement:

- Ensure that arrangements are made for the pupil's continuing education, including consideration of the availability of other suitable provision.

- Plan for the pupil's return to school, including any necessary support and interventions to ensure that their behaviour can be effectively managed.

### **Duration of Suspension or Fixed Term Exclusion**

The duration of any suspension or fixed term exclusion will be kept to a minimum and will be for the shortest time possible. The senior leadership team will work with the student, their family/carers, and external agencies to develop a plan for the student's reintegration into school. This may include a managed class move or changes to the staff team to reduce the risk of future incidents.

Managed and Supported Transitions In rare cases, exclusions may begin the process of the school stating that it can no longer meet the needs of a student. If this occurs, the senior leadership team will explore a managed and supported transition to a more suitable placement. We will liaise with the student's family/carers and external agencies to ensure that the student's needs are met during this process.

Communication and Reporting We understand that exclusions can be a difficult time for both the student and their family/carers. We will communicate clearly and regularly with them to ensure that they are kept up to date with the situation. We will also report to the local authority for advice and support, as required.

### **Appeals Process**

If a student or their family/carers wish to appeal an exclusion, they should do so in writing to the headteacher. The appeal will be considered by the governing body, who will meet to review the decision. The outcome of the appeal will be communicated to the student and their family/carers in writing.

We believe that every student has the right to an education and we will do everything possible to manage their behavior and support their reintegration into school. Exclusions will only be used as a last resort, and we will work with the student, their family/carers, and external agencies to ensure that their needs are met during this process.

### **Zero-tolerance approach to sexual harassment and sexual violence**

Churchill Park Academy is committed to ensuring that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored, in line with expectations of Paragraph 275 of the Ofsted Inspection Handbook (2022).

As a key element of our safeguarding culture, principles and procedures, pupils/students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Our response will always be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include, but not be restricted to;

- Suspension for a fixed period
- Internal Exclusion
- Permanent Exclusion
- Referral to Norfolk Police

We have clear Safeguarding and Child Protection procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to Norfolk Children's Advice and Duty Service (CADS) and to respond to advice from CADS for possible referrals to:
    - Norfolk Early Help
    - Children's social care
    - Police

Please also refer to our child protection and safeguarding policy for more information.

## Summary

Churchill Park's policy on behaviour management prioritizes the use of supportive strategies that promote positive behaviour, with a focus on preventative measures and early interventions. Our approach involves collaborative efforts from staff, parents/carers, and external agencies, aiming to create a safe and inclusive learning environment that fosters personal growth and social development for all our pupils. Through our commitment to using 95% supportive strategies, we aim to empower our pupils with the skills and confidence to manage their behaviour effectively and make positive choices.