



Nether Hall School

BEHAVIOUR & DISCIPLINE POLICY

Policy Date:	March 2023	Policy Review Date:	March 2025
Responsible Person:	Amanda Harrison		
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Adrian Keene Chair of Governors	Signature: Not Required	Date:	

Introduction

Nether Hall School has a strong ethos of respect for pupils and staff which is very evident in the calm and caring atmosphere within the school and the very positive relationships between all members of the school community. At all times we seek to minimise disruptions and barriers to learning and to optimise the learning opportunity for every pupil. We recognise that quality teaching is essential to allowing the pupils this level of opportunity and we also recognise that even the greatest teaching will fail if the pupil's engagement and cognitive processing of the learning experience is impeded. In many instances pupils are prevented from gaining from the richness of the curriculum as a result of behavioural presentations. Therefore, we manage behaviour in order to promote learning.

We are committed to making Nether Hall School a place where everyone is given the opportunities, encouragement and support they need to become the best they can be. This includes; keeping our pupils at the heart of everything we do, providing a safe and nurturing environment, recognising and responding to individual needs and aspirations and delivering a personalised curriculum that enables pupils to have fun and enjoy being successful learners.

Getting these things right and creating an environment where pupils are happy, safe and make great progress, are, we believe, fundamental for establishing and maintaining high standards of behaviour across the school.

It is better to predict and prevent than to find and fix.

Maslow's Hierarchy of need



In order to function at their best as learners our pupils (as well as everyone else) must have had a number of key needs met. Abraham Maslow defined this progression as a hierarchy, demonstrating how the needs of one level must be met in order to progress to the next and all levels need to be resolved in order to self-actualise, the highest function of the hierarchy. We equate this self-actualisation with learning (our highest goal) and in order to be successfully self-actualised, all anxieties relating to the lower levels must have been addressed. We use awareness of the hierarchy of needs to inform our judgment when we are supporting a dysregulated pupil. In considering the hierarchy of needs we need to bear in mind that many of our pupils will not have the verbal language to communicate their need or distress and, even where pupil have the capacity of speech to explain, this language is not effective when they are in distress.

Therefore, it is crucial that the adult attends to the behavioural conversation even more attentively than to the spoken (or screamed) conversation.

1. Physiological needs: These are the basic needs for warmth, food, drink, sleep etc. Many pupils become dysregulated when hungry, cold, tired etc. and, lacking the tools to address their needs, this dysregulation is communicated through their behaviour. Many behavioural upsets can be avoided by ensuring that the pupil have food and drink available, the room is at appropriate temperature and, if necessary, they can sleep (for social or medical reasons it is not uncommon for pupil to have disrupted nights and we work closely with families to build good sleep patterns but also provide a sleep-space in class if a pupil has not slept). *We would also regard the pupil's sensory needs as a fundamental physiological need so provision of an appropriate sensory programme or diet is put in place for many pupils to ensure they are sufficiently sensorially integrated before engaging with tasks. Sensory techniques are also used extensively to resolve dysregulation and enable a pupil to progress from an upset back to purposeful learning.

2. Safety needs: For social reasons or for reasons associated with their condition many pupils have a hyper-vigilant presentation. These pupils spend a great deal of time at high levels of stimulation, scanning for perceived threats and find it extremely difficult to sustain their attention on activities. To overcome this, we invest heavily in developing secure relationships and in managing the stimulation level of the immediate environment.

3. Social needs: everybody has a need to feel cherished and we are aware that the process of learning is more effective in a socially nurturing context. We try to ensure that the pupil's positive outlook on learning is maintained in the positive values of our PSD provision and the affirmative messages we send through all of our communication modes. We seek to ensure that every pupil is cherished and is confidently certain that they are cherished. We nurture positive relationships between the pupils and use a wide range of celebrations so that every pupil's achievements receive due recognition at their own level.

4. Self-esteem needs: We all achieve more when we feel good about ourselves. Before their arrival at school some pupils have experienced repeated failure and have grown an expectation that they will continue to fail. They have watched their friends outstrip them in class and social activities and suffered sustained frustration at their own inability to progress. This often results in aggressive behaviours or in withdrawal and shutdown. As we work with pupils across an extremely broad spectrum of achievement, our pupils become accustomed to varying levels of expectation and understand that a small step for one pupil can be a giant leap for another pupil. We personalise learning to allow every pupil to be meaningfully challenged and to experience the successes that will develop confident, risk-taking learners.

5. Self-Actualisation: Self-actualisation to us means the point at which a pupil or young person is optimally equipped to engage with learning. It is the freedom from discomfort and anxiety which enables them to give their full cognitive focus to the task. They feel secure and confident in their environment and are completely assured of the emotional 'lifebuoys' they may require from time to time.

This policy sets out how behaviour and pupil discipline is planned, delivered and monitored across the school. It should be read in conjunction with the schools' "Use of Restrictive Physical Intervention Policy". Both school policies are consistent with the Local Authorities current "Physical Intervention Guidance", and relevant national guidance.

Know the pupil.

Relationships between staff and pupils at Nether Hall are based on respect and a positive approach where every staff member, pupil and young person is valued as an individual.

The clues to successful resolution are to be found in the pupil themselves and it is vitally important that we are attentive to changes and alert for opportunities when they are presented by the pupil. Knowledge of the pupil needs to include:

- condition,
- context and personal history,
- triggers and vulnerabilities,
- motivators,
- micro-routines,
- outs and repairs,
- Risk Reduction plan

Pupils in this school will be valued and treated as individuals by staff who will;

- consistently provide the best care possible for them as individuals
- model and build positive relationships
- communicate respectfully using pupils' names, not characteristics, and make their time at school a fun, enjoyable and satisfying experience
- encourage them to participate fully in learning and the life of the school giving them enough time to understand, take part and speak for themselves with the support of a total communication environment
- support and encourage all pupils and young people to value and respect each other as individuals and demonstrate this in all their social and personal interactions
- value and celebrate the multi-cultural and multi-faith diversity of our society and particularly the cultural and religious diversity of the individual pupils and staff at Nether Hall School

Cultivating a positive behaviour and learning culture.

The foundation principle of positive behaviour management in the school is to recognise, reinforce and reward good or desirable behaviour when it occurs, thus in turn reducing challenging behaviour. Ignoring this behaviour (when safe to do so) may reduce the frequency and impact of negative attention, intensity or duration of that behaviour.

Techniques to support the development of positive behaviour:

- Individual rewards and micro-rewards: Based around the 'Let's make a deal' or 'I am working for...' concept, very precise aspects of behaviour are linked to small repetitive rewards that reinforce positive presentations and outcomes. By 'positively catching' the sought behaviours sporadically throughout the day we can boost self-awareness and esteem enabling the young person to see themselves as successful. Initially these micro-rewards are immediate and extrinsic but over time it is possible to defer the gratification or to accumulate towards a greater reward building 'minutes' that can be spent on a favoured activity at the end of the day). This represents a growing complexity in respect of the pupil's understanding of themselves in relationship with others.
- Visual Cues and Scheduling: One of the greatest causes of anxiety for our young people is a sense of uncertainty prevailing in their daily lives. They can feel threatened by unknown and unpredictable outcomes, creating a feeling of unrest which may subsequently snowball into dysregulation. From the outset we seek to manage this anxiety by creating clarity and predictability in their lives. Visual schedules, mapping activities through half or whole days enable the pupil to map the progress, safe

in the knowledge that favoured activities will, in sequence, arrive. They are reassured that they are working with known people in known contexts and ultimately with known outcomes. Within these timetabling activities we further rely on micro-scheduling, wherein tasks or activities are further broken down and the pupil works within a set and predictable framework of time and of activity.

- immediate verbal praise and/or at the conclusion of a learning session
- smiles or some personal visual encouragement e.g. gestures and/or signs
- tangible recognition such stickers or stars
- a visible system of reinforcement e.g. charts or posters
- displays of completed work
- time for pupil to choose preferred activities linked to good behaviour and learning
- certificates and awards at assembly
- nomination for pupil of the week award
- referral to a senior member of staff for commendation of good behaviour and good learning
- informing parents of good behaviour and learning so it can be reinforced at home
- the achievement of as much independence in thought and action as possible is a key aim of the school and physical prompting in learning activities should lead to the attainment of this aim.

Supporting the reduction of challenging behaviours.

We will not tolerate bullying in any form in the school.

A consistent approach to managing challenging behaviour in any situation is important because;

- the safety of pupils and staff is paramount
- the disruptive affect these behaviours have on learning if left unmanaged
- delayed or ineffective management of behaviour can lead to escalation of challenging behaviour with even greater negative impact on the learning of others and the increased threat to everyone's safety and well being

When managing challenging behaviour staff **will**;

- look for examples of positive behaviour to reward or reinforce as bridge builders to good behaviour as an alternative to the unacceptable or undesirable behaviour that is being presented
- try to understand the factors that influence the pupil's behaviour- behaviour is a form of communication- ask what is the pupil trying to communicate to us
- identify early warning signs that indicate foreseeable unacceptable or challenging behaviours are developing- complete a Risk Reduction Plan
- encourage the pupil to make positive choices, develop self-control and self-regulation
- positively support the pupil in difficult situations
- safely manage crises if and when they occur
- work in partnership with those who know the pupil or young person well to find out why the behaviour occurs so that behaviour can be effectively managed by the school and so that pupils and young people learn as far as possible how to manage their own behaviour.
- specify that it is the behaviour that is unacceptable and not the pupil them self
- not verbally blame and/or criticise the whole pupil or young person. For example, staff won't say "dirty boy" "naughty girl" "bad boy" but will say "no spitting or pushing or hitting or kicking.....", "it's not kind when you kick...." and so on
- not apply physical intervention techniques unless it is absolutely necessary
- not use physical intervention techniques other than those they have been trained in unless a pupil or member of staff is at real and immediate risk of significant harm.

Further Techniques:

Prevention: obviously the best way to resolve a behaviour situation is to avoid them arising in the first place. Central to this is the management of the environment and the appropriateness of the curriculum activities presented. An awareness of points of vulnerability enables us to plan around and ensure that the pupil does not become dysregulated. Individual provision timetabled in is a key tool in preventing upset.

Distraction: early intervention in an upset offers the opportunity to distract the pupil or to amend the activity, avoiding escalation of the distress.

Manage: if no quick resolution is to hand we act quickly to ensure the safety of the pupil and other pupils. The pupil may require significant space and time to vent their frustration without endangering anybody.

Contain: by managing the space effectively resolution can be achieved without harm or disruption. Unless there is grave immediate danger we avoid any restriction of liberty but active consideration of your own placement in an unthreatening pose can ensure that outcomes are contained. Behaviour and Motivation

Repair: as an incident draws to a close we need to work with the pupil to repair their wellbeing. They may feel shame or regret and require a great deal of reassurance. Most importantly they need to be clearly told that your love is undiminished and that you are happy to work with them to move on from the issue.

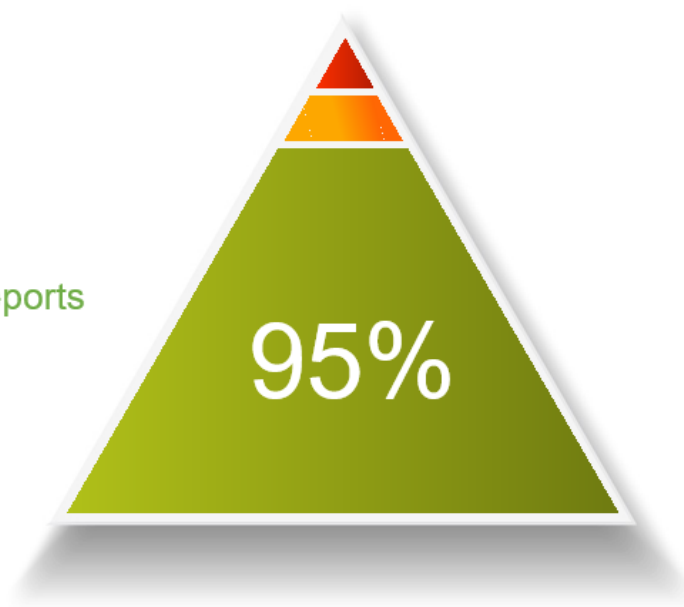
Reflect: revisiting the cause of distress may trigger further upset for the pupil so a process of reflection is chosen only when the pupil is robust enough to engage. When this is possible it is a useful tool in identifying strategies that may be called upon for later incidents and ensures that the pupil is given the means to re-establish themselves positively.

Focus on growing the 95%

Crisis Management

Diversion De-escalation

Positive Behavioural Supports



Risk Reduction Plans.

A small number of pupils will, at times, require a personalised plan to enable staff to support their behaviour effectively and consistently. The plan will identify; what the behaviour typically looks like, any known triggers, support and intervention strategies that may help, preferred handling strategies should they be necessary and what should happen to best support the pupil following the incident.

All staff that work with the pupil will be made aware of the plan and will be expected to read it, ensuring they seek clarification on any aspect(s) of the plan, if required, from the class teacher.

The expectation is that plans will be reviewed annually as a minimum but updated as necessary during this period. This overall approach to behaviour management will help to ensure that early and preventative intervention reduces the incidence of extreme behaviours and that the use of physical intervention is rare.

See guidance on completing a risk reduction plan.

Nether Hall School
Risk Reduction Plan

Name:		Plan Number:	Date: Review Date:
Indicators - What does the behaviour look like?	Triggers - What makes it happen?	Proactive strategies - What works well to support behaviour?	
Strategies to support behaviour Firm clear directions	Use Avoid	What does the support look like?	
C.A.L.M talking and stance			
Total communication strategies			
Negotiation strategies (Now and next/WiIFM)			
Reminder of consequences			
Distraction/diversion			
Humour			
Reassurance			
Planned ignoring			
Positive touch			
Take up time			
Time Out (Requires a written plan)			
Withdrawal offered/directed (Requires Staff Observation)			
Change of face			
Success reminders			
Others:			
Risk assessment (No physical intervention) Low Medium High		Risk assessment (Physical intervention) Low Medium High	
Injury to self		Injury to self	
Injury to others		Injury to others	
Damage to property leading to injury		Damage to property leading to injury	

Nether Hall School
Risk Reduction Plan

Preferred Physical Intervention Techniques:

Specify the Team Teach techniques to be used if required and identify when a restrictive / physical intervention record will be used (see *Team Teach Technique Level 1 list*)

Has the pupil any medical conditions that require consideration of any Team Teach holds?
Identify the condition and concern:

Team Teach Technique	Restrictive/Hold/Prompt/Guide/Separation/ Disengagement/Personal safety

Follow Up, Debrief and Repair following incident:

Hear Explain Link Plan	Methods and any factors to consider when debriefing pupil	
Debrief and review		
Pupil	Staff involved	
Social stories	Reflection time	
Support structures	Complete: Physical intervention recording form -Debrief / Actions	
Next steps	Debrief and review by Team Leader	
Reassurance and support	Update and changes to Risk Reduction Plan	

Physical Intervention Record

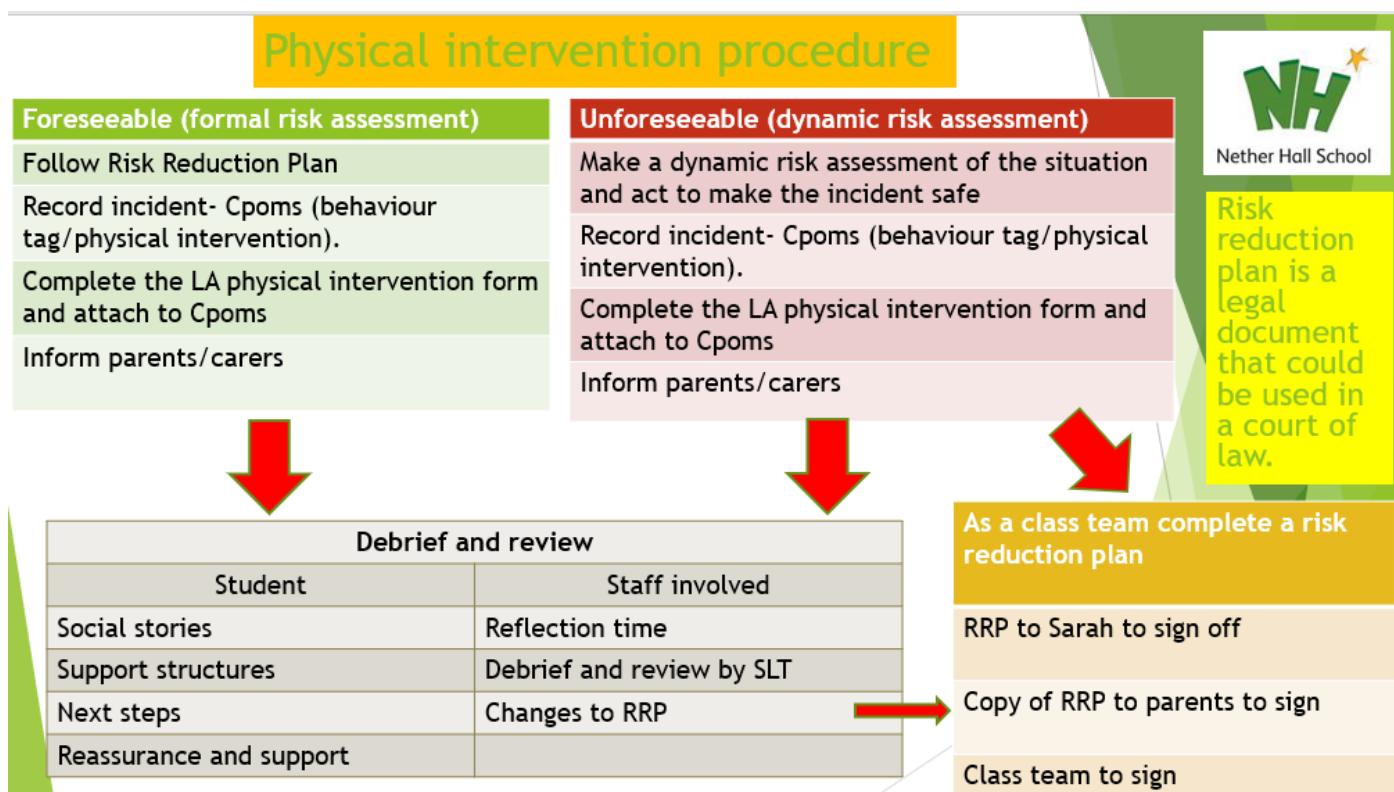
Complete LA Physical Interventions reporting online form and up load to [C8005](#). See guidance notes for link and recording process

Record of Notifications Required:

	Printed Name	Signature	Date
Pupil			
Class Teacher			
Head Teacher			
Parent/Carer			

Use of physical interventions and restrictive practice:

The school has **a physical intervention policy** that provides details on this.



Sexism and sexual harassment.

Keeping Children Safe in Education 2021 states: ‘Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single pupil or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.’

Any behaviour that can be classed as sexual harassment or violence must be reported to a DSL and not dismissed as related to a pupil’s SEND. Action must be taken and the strategies used will include those we use to manage all unwanted behaviours. For additional information on how Nether Hall deals with incidents of harmful sexual behaviour, please see Appendix 6 of our Safeguarding Policy.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.