



BEHAVIOUR POLICY

Nugent House School

Updated: January 2020

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1. Introduction

Pupils who attend Nugent House School may experience significant barriers to learning due to complex learning difficulties and disabilities. In addition to social and emotional needs they may also have diagnosed or undiagnosed autistic spectrum condition, as well as medical and mental health needs. We recognise that, as such, they are more likely to exhibit behaviours which challenge those around them and experience much greater difficulty in expressing their feelings, needs and choices. We also acknowledge that the progress and development of all children and young people principally relies on the positive relationships they develop with significant adults in their lives, and that these relationships are key to supporting them in making appropriate choices.

Nugent House School aims to provide a safe, secure and caring environment where expectations and achievements are consistent and high. Where children and young people learn to trust adults and can realise their full potential in all areas of their development (academic, physical, emotional, spiritual, moral, social and independence). In order to create such an environment, we know it is essential that there is nurture, care and support alongside well planned and engaging teaching and learning.

Our positive behaviour management strategy is based on these essential elements, creating a holistic, person-centred approach, balanced with good order and discipline. The main emphasis of the strategy is not on making and enforcing rules, but on creating an ethos of respect and consideration in line with our values. Where rules are in place, they are designed to promote a positive teaching and learning environment and to ensure consideration, health, happiness and safety of all. If behaviour compromises this, staff will positively intervene with a range of personalised and planned supportive strategies, rewards, consequences or sanctions. We believe that this enables the children and young people in our care to work towards positive social, emotional and behavioural change whilst developing an appreciation of the limits set within school and wider society.

Our work is rooted in the Nugent iACCORD values as they apply to our school community:

INTEGRITY	We are honest in what we say and do.
AMBITION	We have high hopes for the future.
COURAGE	We stand up for what we know is right.
COMPASSION	We are kind and support each other.
OPTIMISM	We believe we can.
RESPECT	We accept one another and look after all we share.
DIGNITY	We value ourselves and each other.

Whilst the principles and procedures contained in this policy document will be applied equally to all, we recognise all individuals will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, consequences and behaviour programmes as appropriate to support individual needs.

2. Principles

The policy, practice and procedures aim to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of children and young people to the highest quality of education, care, health and therapy. The philosophy and ethos of the school reflects acceptance and respect for all children and young people irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and gender reassignment or immigration status and embrace the following principles:

- To value each other and our community
- To listen to each other and ask for help when we need it
- The promotion of mutual respect, acceptance, trust and honesty
- To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence
- To proactively manage and de-escalate challenging and unacceptable behaviours
- To implement holistic, integrative and consistent approaches which promote positive behaviour, develop children and young people's understanding and manage behaviour fairly, effectively and encourage young people to achieve their potential
- To establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security and well-being
- To work in partnership with all stakeholders, to promote good behaviour
- To apply rules reasonably and fairly, to use sanctions effectively and proportionately in relation to the age, needs and ability of the child or young person, or any religious requirements affecting them
- To develop and reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance for of those with different faiths and beliefs
- Corporal punishment is illegal in all circumstances

These principles alongside the Nugent iACCORD values are our joint means of enabling staff, students, parents and carers to work together with clear, shared purpose.

3. Objectives

- To set out clearly how our principles and values can be translated into effective everyday actions
- To provide clear guidance and support to all staff
- For staff to provide leadership and positive role models to children and young people
- To promote good behaviour and make positive change for our children and young people, setting them clear and achievable goals

- To expect the highest standards of educational attainment and achievement, through the development of acceptable standards of behaviour and conduct
- Children and young people should be assisted to show respect, tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong
- To help children and young people to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities
- To develop and implement, coordinated and cohesive practices and procedures between home and school
- To regulate the behaviour and conduct of children and young people
- To reduce the risk/likelihood of targeting, harassment and bullying
- To comply with the standards

4. Responsibilities of Nugent House School

The Headteacher will set out measures in the Good Behaviour and Discipline Policy, which take into account the principles, values and objectives identified above and act within the legislative framework. The Headteacher must decide on the standards of behaviour expected and strategies to teach good behaviour, and determine the rules and any disciplinary penalties for breaking them. The Headteacher will also manage the following;

- All education staff have the power to discipline children and young people which occurs in school and in some circumstances out of school. e.g. transport and educational visits
- The screening and searching of children and young people
- The power to discipline, use reasonable force and other physical contact
- When to work with other local agencies to assess the needs of children and young people who display continuous disruptive behaviour
- To have in place an effective Safeguarding policy and procedures
- To have in place an effective anti-bullying policy
- To publish annually the Good Behaviour and Discipline Policy
- Support and pastoral care for staff accused of misconduct
- Clear guidance to all staff with regards their responsibilities to manage children and young people positively and have the power to discipline where children and young people misbehave either in or outside school

5. Responsibilities of Parents and Carers

- To recognise and respect Nugent House School's behaviour policy and the role of the staff in implementing it.
- To support the expectation that their child displays positive behaviour and follows the reasonable instructions of staff.

- To ensure school is made aware of any new or changing factors outside school that could impact the behaviour of their child.
- To be prepared to work with school to support their child's positive behaviour, including contributing to the BSP and attending meetings with school staff if this is required.

6. Promoting Positive Behaviour

Nugent House School adopts the following general approaches to promote positive behaviour:

- Teaching and learning that at least is consistently good
- Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the children and young people
- The opportunity to make meaningful choices
- Careful attention to physical and emotional needs
- Experiences and activities which are appropriately stimulating
- Careful management of the environment, including the setting conditions and triggers for behaviours
- Structure, predictability and consistency in daily routines
- Clear and explicit boundaries and rules within the learning environment
- Regular explanation of the rules and expectations
- Clear warnings to student that their behaviour is a cause of concern
- Rewards and sanctions consistently and fairly applied

All behaviour is tracked carefully. This involves capturing key data around rewards, sanctions and incidents electronically as well as the planned sharing of information through daily debriefs. Regular analysis of this information is used to identify patterns and trends to inform next steps.

6.1. Promoting Positive Behaviour – Behaviour Support Plans (BSPs)

Nugent House School acknowledges that children and young people may display a variety of challenging behaviours including physical aggression or self-abusing behaviour, however we aim to be as proactive as we can in managing this and attempt to anticipate these possibilities and take action to reduce the likelihood that they will occur. Behaviour management planning for each child and young person at Nugent House School is an integral part of our personalised approach and we encourage multi-disciplinary working in order to achieve the best outcomes and as such, every individual is equipped with a Behaviour Support Plan (BSP). BSPs outline behaviours which may be exhibited by young people, triggers/settings for behaviours, de-escalation strategies and planned responses as well as RPI techniques most effective/appropriate to the individual and details of any specific techniques which would not be appropriate to use (whether this may be due to historical disclosure or a medical condition). We ensure, where possible, that children and young people are actively involved in

the process of creating their BSP, providing an opportunity for them to own their behaviour and to develop their own strategies to improve behaviour.

6.2. Promoting Positive Behaviour – De-escalation

Staff are encouraged to use de-escalation techniques as part of promoting positive behaviour. They all take part in regular internal and external CPD in such techniques, including:

- Verbal and/or visual advice/support
- Planned positive distraction
- Tactical Ignoring
- Use of space
- Changes to the environment

6.3. Promoting Positive Behaviour – Safe Spaces

In order to support children and young people in managing their behaviour we have a number of 'Safe space rooms' at Nugent House school. These are spaces specifically designed in order to create an environment where young people can go to in a time of heightened anxiety or distress. The emphasis of these rooms or spaces is to provide a safe place with low distraction/low stimulus in order to aid the recovery process. When a young person is using a chill out room or space they are always monitored and supported by a member of the staffing team. If a young person wishes to have time alone in order to help them recover or self-reflect the staff will keep a discreet distance so that supervision can be maintained at all times. The young people are never left completely alone at times of anxiety. These spaces are not used as part of any sanction.

7. The Use of Restrictive Physical Intervention (RPI)

Many of the children and young people at Nugent House School display a variety of challenging behaviours which result in a range of strategies, including RPI being used in order to reduce risk. Nugent House School uses PRICE as a preferred method of RPI as approved by The Institute of Conflict Management. The definition of RPI as stated by PRICE is:

'The positive application of force by staff, in order to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement. The purpose of its application should be to safeguard the person, other people or prevent significant damage to property.'

At Nugent House School, the use of RPI is always used as a last resort, once all other appropriate actions to promote positive behaviour have been unsuccessful and where the degree of risk has been appropriately assessed. The use of RPI as a strategy in event of a situation that involves elevated risk will always be determined in reference to:

- The seriousness of the incident
- The relative risks arising from using a physical intervention compared to an alternative strategy.
- The age, needs, culture, background, gender, stature and medical history of the student

- The application of increasing or decreasing force in response to the children and young people behaviour.

All of the above would be considered through Risk Assessment and Behaviour Planning, or changes to legislation.

7.1. Staff Authorisation to use RPI

Nugent recognises that as an employer they are responsible for ensuring that staff receive training, which is inclusive of updates and refresher courses appropriate to their role and responsibility. All staff working directly with children and young people at Nugent House School will receive training in de-escalation and RPI techniques. The adopted method chosen by the organisation is that of PRICE. This is a framework that encompasses a range of approaches and methods to manage challenging behaviour. By using PRICE we ensure that the positive handling strategies used with the young people have sufficient range and flexibility to be appropriate across the age and development range. Training provided enables the staff group as a whole to feel more confident and competent in their management of challenging behaviour.

PRICE techniques seek to avoid injury but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of insuring that a child or young person remains safe.

7.2. Justifications to use RPI

As a general rule nobody has the right to touch, move, hold or contain another person, however the staff at Nugent House School act within exceptional circumstances and operate within a higher duty of care due to the needs of each individual, therefore we set out to clearly define the justifications by which the staff are to use restrictive physical intervention in order to maintain appropriate practise. The staff will work within the following parameters:

- They should be clear about why the action they took was necessary.
- They should be able to show that any actions taken were in the young person's best interest and that actions were reasonable and proportionate.

RPI can be used for a number of positive outcomes:

- To prevent injury to self or other children
- To prevent injury to staff members or any other adult.
- To prevent serious damage to property or to prevent a criminal offence from occurring
- Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its students.

It is an expectation that all staff will employ the following assessment of risk when making the decision to physically intervene:

- Identify hazards and people likely to come into contact with them
- Control the environment, issue clear guidance, provide training with a gradual and graded approach and change working practices to reduce exposure
- Comply with the child or young persons BSP

7.4. Recording and reporting the use of RPI

Nugent has a protocol for the reporting of incidents of any physical intervention that all staff are involved in. The Nugent House School incident reporting system allows senior managers to monitor and evaluate incidents regularly with a consistent approach. All of the staff are supported in incident recording and reporting. Through consistently monitoring the use of RPI we can inform practice throughout the organisation and use information to assist in planning for change and achieving the desired outcome of reduced levels of physical intervention. The process of monitoring involves capturing key data electronically which can be assessed to form patterns and trends to inform any next steps.

7.5. Post RPI support

Any challenging behaviour that may occur can often be a result of a breakdown in communication. All staff involved in supporting the children and young people on a day to day basis should always aim to understand what function the behaviour serves and support and encourage the individual to learn more socially acceptable ways of expressing their need for help and support. Staff, children and young people are offered the opportunity to discuss and review instances of RPI through a de-brief system. The organisation encourages all involved to participate in this process as we value the support this exchange can offer both the staff and the young people. This may include dialogue in respect to re-establishing relationships, building relationships and assessing the effectiveness of RPI. Staff are encouraged to adopt the following process when offering de-brief:

- Hear: Listen to all sides of the story first.
- Explain: Discuss the reasons behind why staff took the action they did in order to improve relationships.
- Link: Show feelings can often drive behaviours.
- Plan: Work together to find better ways of dealing with arising problems.

Ultimately de-brief offers the opportunity for reparation and reflection helping to inform future decision making and planning. Any discussions will be recorded as appropriate and, if required, will be followed up by a senior member of staff.

7.6. RPI Complaints

Following an RPI incident or any positive behaviour management strategy all young people have the opportunity to make a complaint should they wish to do so. This can either be raised during a de-brief session or after the incident with a member of staff that the young person feels comfortable with.

8. Rewards

Nugent House School is committed to a rewards led system that encourages and motivates students to display positive behaviour and enables staff to consistently and fairly recognise when this occurs. To add further value to the immediate and frequent positive attention and expressions of approval and support by made by the adults around them, all learners have the opportunity to earn P points throughout the school day, in lessons and social time in line with our iACCORD values:

<i>Our iACCORD values</i>	<i>Our values show that</i>	<i>These positive behaviours will be rewarded</i>
<i>Integrity</i>	<i>We are honest in what we say and do</i>	<ul style="list-style-type: none">• <i>Asking for help</i>• <i>Sharing our ideas</i>
<i>Ambition</i>	<i>We have high hopes for the future</i>	<ul style="list-style-type: none">• <i>Completing a task or activity</i>• <i>Making a big effort</i>
<i>Courage</i>	<i>We stand up for what we know is right</i>	<ul style="list-style-type: none">• <i>Making a good choice</i>• <i>Positively participating</i>
<i>Compassion</i>	<i>We are kind and support each other</i>	<ul style="list-style-type: none">• <i>Helping others</i>• <i>Listening well</i>
<i>Optimism</i>	<i>We accept one another and look after all we share</i>	<ul style="list-style-type: none">• <i>Trying something new</i>• <i>Meeting a challenge or a target</i>
<i>Respect</i>	<i>We treat each other politely and treat our environment well</i>	<ul style="list-style-type: none">• <i>Working well with others</i>• <i>Using equipment safely</i>
<i>Dignity</i>	<i>We value ourselves and each other</i>	<ul style="list-style-type: none">• <i>Wearing correct uniform</i>• <i>Moving safely and quietly</i>

As part of promoting positive behaviour, specific daily or weekly targets may also be rewarded with P points.

When a P point is given, the member of staff will use praise (either public or private in line with the needs of the individual) to ensure the child or young person knows that their positive behaviour has been recognised and rewarded, and where possible the member of staff will also explain how it links to our values. All P points are electronically recorded centrally and are a shared focus each morning during "Registration, Reset, Ready" time. In addition, parents and carers are regularly updated.

P Points can be "banked" periodically in exchange for vouchers or other rewards including activities or trips that take place during the school day. Student voice is used to ensure the vouchers, rewards and trips on offer are relevant and appealing to our children and young people.

In addition to P points, our children and young people will also be recognised for their improvements, efforts and achievements at regular celebration gatherings which include small group assemblies and reward breakfasts. There is the opportunity to receive a certificate and badge reflecting one of our Nugent iACCORD values each half term. Copies of these certificates will also be kept on the students' file.

9. Expected standards of behaviour

Nugent House School sets high standards of behaviour from children and young people both in and out of school:

- Children and young people are expected to be polite, respectful and use appropriate language at all times with staff, other children and young people and visitors
- Children and young people are expected to cooperate and comply with staff requests, guidance and instructions
- Children and young people are expected to engage positively in all lessons, completing set work and requesting support appropriately
- Children and young people are expected to achieve their potential and apply themselves across all aspects of the curriculum
- Children and young people are expected to cooperate and comply with Health and Safety requirements
- Children and young people are expected to cooperate and comply with the School dress code
- Children and young people are expected to cooperate and comply with the school's policies and procedures on mobile phones, smoking, the use of the internet, weapons and drugs
- Children and young people are expected to uphold the good reputation of the school

9.1. Expected standards of behaviour - Sanctions

At Nugent House School we acknowledge that children and young people may not always meet the expected standard and that a clear and consistent approach regarding what will happen if this occurs is essential. As such, there is a clear "flow" of sanctions which is outlined overleaf. When applying sanctions, the following points must be considered:

- Staff must act reasonably, fairly, consistently and proportionately when administering a sanction
- Staff should also evaluate the risks or special circumstances when administering a sanction
- The age, needs, capacity and abilities of the young person should be considered when applying sanctions
- Sanctions need to be carefully monitored and reviewed to determine their effectiveness