



WATERMILL SCHOOL

Behaviour Management Policy.

Written by Matthew Coupe and Helen Booth	September 2014
Consultation with Governors	20/11/14
Consultation with Staff	1/12/14
Consultation with Parents	Spring term 2015
Signed by Head Teacher	2 nd July 2015
Signed by Chair of Governors	2 nd July 2015
Review Date	July 2018
Next review date	July 2019

Policy reviews.

Review date	Reviewed by	Amendments	Found in
May 2016	Matt Coupe	Added a reference to the Acceptable use of the internet and related technologies policy.	Para 8 and Para 45
		Replaced the word teacher with tutor to clarify that it refers to the registration group tutor of a pupil.	Para 10
		References to the old rewards system of merits and the weekly draw removed and replaced with reference to the current VIVO reward system.	Para 37
		Addition of a section entitled, The Use of "break-out" spaces. This is intended to formalise current practice.	Paras 39-41
		Minor clarification of the pivotal role of the registration group tutor in the coordination of any plan around a pupil in their class.	Para 42
		Addition of a reference to the school's response to reports of out of hours incidents.	Para 46
July 2017	Helen Booth and Hannah Hancock	Paragraph added to make explicit mention of expectations of staff in regard to supporting looked after children.	Para 13
		Paragraph detailing staff expectation to be familiar with and follow CARE plans.	Para 14
		Minor addition to include consideration of emotional level when considering consequences.	Para 36
July 2018	Matt Coupe	Alteration of reference to rewards from VIVO points to class dojo points.	Para 39
November	Matt Coupe	Information for the link	Appendix

2020		governor for behaviour amended to show new post holder.	B (page 20)
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Philosophy

1. All the staff of Watermill school are unanimous in the value they give to promoting the philosophy of the school. We strive to provide an environment where there is mutual respect between staff and pupils ensuring that everyone values each other and themselves.
2. At Watermill school every adult understands that they have a responsibility in helping to achieve an atmosphere of calmness, care and support for all.
3. Communication is an essential part of the teaching and learning that takes place at Watermill school. This includes communicating with parents as well as each other and ensuring that everyone's voice is respected and listened to.
4. To ensure that all pupils have the best opportunity to learn, we are flexible in our approaches to teaching and personalise the curriculum to ensure that lessons meet the individual needs of everyone in the class. We actively teach the good behaviour we wish to see from our pupils and are always eager to recognise and celebrate our pupil's achievements, no matter how small they may seem.
5. Although we work hard to teach appropriate behaviour and reduce the instances of inappropriate behaviours, some will, inevitably, occur. The staff will endeavour to remain positive during these times and do their best to support the pupils during these difficulties.
6. We maintain clear, high expectations in respect of our pupils' behaviour but where undesirable behaviours occur we try our best to understand the function of the behaviour. This is important for all pupils and allows us to work to replace behaviours with more acceptable alternatives and is especially important in those where verbal communication is limited.

Aims

7. At Watermill school we aim to promote positive learning experiences through a supportive, educative environment. We use a range of alternative teaching methods to provide all pupils with:-
 - An education, whilst meeting their individual academic, emotional, social and physical needs.
 - The skills, attitudes and values to enable them to be active contributors to society.
 - A sense of belonging within the school community.
 - A range of communicative methods that allow them to express their preferences and opinions and develop independence.

Roles and Responsibilities.

All Staff.

8. We expect all staff to be familiar with and act in accordance with procedures laid down in our Safeguarding and Acceptable use of the Internet and related Technologies Policies.
9. We expect that all staff will treat all pupils with equality and that they will not only act without discrimination, but challenge and report discrimination if they should witness or suspect it.
10. All staff are responsible for challenging any poor behaviour they witness. Where staff do not feel satisfied that the matter has been suitably resolved they may decide that further action or support from other staff is needed and refer the matter on to a pupil's class tutor or SLT for follow-up.
11. Behaviours which they consider to be more serious or noteworthy than more usual incidents should be reported to SLT, verbally as soon as possible, and recorded in writing. Recording will normally take place using the incident records system and passed to the relevant class tutor and the behaviour manager as soon as is practical.
12. To promote and support outstanding behaviour in our pupils, all of the staff team are expected to:
 - Model the behaviours and values they expect to see from our pupils by being, for example, polite, respectful, fair-minded, friendly and approachable.

- Reinforce clear expectations of behaviour, using positive language and other communications which help pupils understand what they should be doing.
 - Actively teach, promote and reinforce positive behaviour in the classroom and around school.
 - Remember that mobile phones and similar devices must not be used in the classroom apart from in exceptional circumstances and when agreed with the class teacher or SLT.
13. We expect that staff will ensure that they are familiar with those pupils who are “Looked After” or the subject of “Child in Need” (CIN) or “Child Protection” (CP) plans. Further to this, staff should familiarise themselves with school expectations in regards to supporting pupils with attachment difficulties.
14. All staff are to ensure that they are familiar with CARE plans which have been put in place to help support pupil behaviour and follow the staff approaches recommended within them.

Head Teacher

15. The Head teacher is ultimately responsible to Governors and parents for the overall behaviour management throughout the school and during the time the children are in the care of the teaching staff both off and on site.
16. The Head is responsible for supporting all staff in their management in and around school and for supervising the sanctions and decisions about suspensions or exclusions.
17. The Head is responsible for ensuring the effective liaison with parents and any outside agencies who may have bearing upon behavioural problems.
18. The Head will appoint a Behaviour Manager and maintain supervision of the day to day effectiveness of this role.
19. The Head has a responsibility to maintain a positive climate within the establishment, has to be fair, consistent and professional in all the work with pupils, parents and staff.
20. The Head has ultimate responsibility to ensure the children follow the code of good order within the school and to ensure pupil and teacher safety at all times.

Senior Leadership Team (SLT)

21. The SLT are responsible for all the above points in the absence of the Head and must be aware of and follow the Behaviour Management Policy at all times.
22. The SLT must support the Head at all times and support all staff in their day to day dealings with behavioural difficulties.
23. The SLT must supervise staff in their management of the Behaviour Policy and record and report in accordance with set procedures and systems all that is done within this area.
24. The SLT must ensure the children follow the code of good order within the school and ensure pupil and teacher safety at all time.

Teaching Staff and Learning Support Staff.

25. In addition to the expectations listed above, all of the adults working in classrooms and other learning areas are expected to promote the outstanding behaviour of our pupils by:-
 - Arriving in good time to their lessons.
 - Making appropriate contributions to the delivery of good and outstanding lessons which meet the needs of all individuals, in recognition of the fact that the best behaviour happens in the best lessons.
 - Working proactively with youngsters who display behaviours that challenge. Where pupils need support with their behaviour on a predictable basis, staff teams will develop and share behaviour support plans. The teacher responsible for the pupils' pastoral care will lead this process but may seek input from others including parents or carers, behaviour support staff in school or visiting agencies.
 - Reviewing the effectiveness of behaviour support plans.
 - Dealing with incidents of inappropriate behaviour by following individual behaviour support plans or the schools' procedures, where plans are not applicable.
 - Providing the support some pupils need to help them to meet the expectations listed in the next section.

Pupils

26. At Watermill school we expect our pupils, with support appropriate to their level of understanding, to:

- Look presentable by wearing appropriate school uniform.
- Show respect for others by following the school rules – moving safely through the school, using language which is polite and not offensive to others and following instructions given by staff.
- Show respect for others by following the individual class rules – to listen to the person talking, not to interrupt others, to have kind hands, to follow instructions and to always try their best.
- Show respect for the learning environment by treating equipment, furniture and other resources, like computers, with care.
- Remember that mobile phones and similar devices must not be used in the classroom apart from in exceptional circumstances and when agreed with the class teacher or SLT.

27. The School council will be asked to regularly contribute in areas such as school rules and sanctions.

Parents/Carers.

28. Where pupils are most successful in managing their behaviour, parents and carers work closely with school staff. Many of our pupils arrive to school by bus with an escort and therefore communication with parents is often limited to phone calls or via the home/school diary. To ensure that the most effective relationships are maintained between school and home, we ask our parents to:

- Work in partnership with the school to reinforce expectations and ensure that their child values the importance of good behaviour.
- Inform the school of any information which may have a bearing on the behaviour of their child, helping staff to support pupils before problems occur.
- Inform the school of any absences as soon as possible.
- Raise any concerns they may have at the earliest opportunity and in a calm and respectful manner.
- Ensure their child comes to school in the appropriate school uniform and provide a suitable kit for PE.
- Engage with, and respond to, any concerns raised by the school.

- Behave in a way that sets a great example to our pupils whenever they visit the school.
- Remember that mobile phones and similar devices must not be used in school apart from in exceptional circumstances and when agreed with the class teacher or SLT.

Visitors.

29. At Watermill School we receive many visits from a wide variety of professionals and other groups or individuals. It is an explicit expectation of any and all visitors to the school that they behave at all times in an exemplary fashion, being mindful of appropriate clothing, language and conduct.
30. Visitors are reminded that mobile phones and similar devices must not be used in the classroom apart from in exceptional circumstances and when agreed with the class teacher or SLT.
31. Visitors who fall short of this expectation should expect to be asked to leave.

Governors.

32. The Governing body of the school will maintain the position of a link Governor to act as a scrutineer and critical friend to the school in regards to its policy and practice around behaviour management.
33. The link Governor will meet regularly with the school Behaviour Manager. These meetings will provide the opportunity for the link Governor to satisfy him/herself as to the robustness of policy and practice, to offer challenge where this robustness appears lacking and to ensure that the school operates within legal and best practice guidelines laid down by the DfE and other relevant bodies.
34. Governors will attend the Behaviour, Health and Safety committee meetings which are held in school on a termly basis.

Consequences.

35. Pupils should be consistently taught to understand that their behaviours have consequences.
36. Where a pupil behaves in an appropriate manner, following rules and expectations, they should learn to expect specific praise and rewards which increase the likelihood that the behaviour will be repeated.
37. Where a pupil behaves in a way which falls short of expectations and does not comply with rules, they should learn to expect that negative consequences will follow. Care should be taken by staff to ensure that a pupil is very clear about which behaviours were considered to be unacceptable, and exactly what the pupil will need to do next to improve.
38. In all circumstances, staff will give consideration to the emotional level, as well as the level of understanding of a pupil and the function of the behaviour and provide consequences which are fair, proportionate and which increase the likelihood of the pupil behaving in an acceptable way in the future.

Positive consequences and Rewards.

39. Positive consequences should follow desirable behaviour and may include, where appropriate:-
 - verbal and non-verbal praise (PECS cards, signing "well-done," high-fives, pat on the back, handshakes, thumbs-up etc.),
 - stickers,
 - good learner ticks on charts,
 - pupil of the week awards,
 - pupil's receiving "class dojo" points from staff,
 - taking work to show other staff and classes,
 - points towards agreed rewards,
 - telephone calls home and positive comments in home-school books.

Negative consequences and Sanctions.

40. Following undesirable or unacceptable behaviour, negative consequences or sanctions may include, where appropriate:

- Reminder of appropriate behaviour,
- Verbal reprimand or suitable communication method, for example, Makaton or PECS,
- Time-out, either within the room or outside of the room, for an agreed time and with expectations clearly stated regarding what the pupil will need to do to re-join the group.
- Working away from the group for an agreed period, usually ranging from a part of one lesson, a whole lesson, half a day or a whole day. The pupil will usually be supervised during this period, usually by a member of SLT.
- Detention at the convenience of the member of staff, taking place either at break-time, over lunch-break or in more extreme circumstances and where agreed with SLT, after school.
- Phone calls home or messages in home school books to discuss the issues.
- Fixed term exclusion, where sanctioned by a member of SLT.
- Permanent exclusion. This may be considered where a pupil persistently behaves in an unacceptably poor manner, despite having received the full range of behaviour support listed here. It may also be considered where a pupil is found to have behaved in such a grossly unacceptable manner that further attendance at Watermill is not appropriate. Permanent exclusion would always be a last resort and would require the sanction of the Head teacher. Parents would always be informed in writing of the reasons for exclusion and their right of appeal.

The use of “break-out spaces”.

41. For some pupils at Watermill the busy atmosphere inside a classroom may, occasionally, contribute to their increased levels of anxiety. Where remaining in the room appears to be maintaining pupil anxiety or inappropriate behaviours, staff may consider encouraging the pupil to use one of the “break-out”

spaces that are available. Pupils are supported in leaving the room in the following ways, they may be:

- Offered time in the internal courtyards.
- Offered access to the playground area.
- Offered time with a member of staff to walk around the school or its grounds for a short while.
- Offered time in either a one to one room or sensory room, with a member of staff.

42. Staff should bear in mind that the purpose of this time out of class is to reduce feelings, such as stress, anxiety or anger that may be making it difficult for the pupil to behave appropriately in the classroom at that time. They will use their knowledge of the pupils to help choose the most appropriate place for the pupil to go and expect to welcome the pupil back when they are ready to return.

43. In the vast majority of circumstances this time out will be in partnership between staff and pupil but there may be occasions where a pupil may be prevented from entering or leaving an area in extreme circumstances. Typically, this would happen if staff believed that allowing the free movement of the pupil would put them or others at unreasonable risk, and would be for as short a time as possible.

Further Support.

44. In addition to the measures listed above, pupils may also receive further support in one or more of the following ways:

- Targeted mentoring to help pupils develop strategies to overcome specific difficulties.
- Support from visiting agencies.
- Behaviour support plans may be written to formalise the agreed ways of working with certain pupils. These plans will be coordinated by class tutors who may seek additional input from CAMHS, Educational Psychology, Internal Behaviour Support staff and relevant external agencies where appropriate. Input may be sought from parents and guardians and tutors will ensure that plans will be shared with all staff who work with the pupil, the behaviour manager and parents/carers.

Specific Behaviours.

Bullying

45. Whilst always being considered by staff and pupils alike as being totally unacceptable, bullying can be difficult for some pupils to accurately define and therefore staff will work with pupils to help them understand what bullying is, and what they can do about it should it happen.
46. All pupils should be confident that they can report incidents of bullying and they will be effectively dealt with. Pupils should also understand the different adults they can report bullying to, and that they should do this either on their own behalf or if they are concerned about others.
47. Bullying behaviour may include:
- Behaviour which is intended to amuse, stimulate or excite the perpetrator whilst making the victim feel unhappy or frightened. This includes behaviours in person or online (see Acceptable use of the Internet and related Technologies Policy)
 - Threats of violence or actual violence against a victim.
 - One or more individuals actively excluding others, for the purpose of making the victim feel isolated.
 - Actions which force a victim to behave against their wishes or which are intended to force a victim to give possessions to the perpetrator.
 - Imbalance between the protagonists so that, for example, one may use strength or influence to harm or intimidate another.
 - Repeated incidents over time. Bullying is often, but not always, repeated over time.
48. Where bullying is reported to staff, it should always be taken seriously and investigated fully. This includes reports of bullying outside of school, either in person or online. Records should be made using the incident reporting procedures and shared with class teachers and the behaviour manager.
49. Bullying for any reason is always unacceptable, but staff should be particularly aware of racist or homophobic bullying or bullying which attacks someone else because of a disability or special need.

50. Staff should always challenge any language which may be considered homophobic, racist or derogatory using methods appropriate to the student's abilities or understanding. For example, pupils should be made aware that describing anything using this language, even when it is not directed at a person or they do not intend to bully, is unacceptable. They should also be taught why these terms are unacceptable.

Allegations against Staff.

51. Any allegation made against a member of staff will be taken seriously and procedures laid out in Local Authority policy will be followed.

52. Where an allegation is found to be false and malicious in origin, local authority policies will be followed. This process will take into account the understanding of a pupil and may result in a range of outcomes up to and including meetings with the Local Authority where continued placement of the individual at Watermill School may be considered.

Appendices.

Appendix A. Watermill School Physical Management Policy.

1. "Physical Management" *means* any physical prompting, supporting, holding or restraining that takes place within Watermill.

Touch

2. As part of the overall policy of Physical Management it is important to clarify the school policy regarding "Touch" as a form of communication. It should be seen as part of a child's social development that they can learn to accept appropriate touch as part of everyday social interaction.
3. Touch is a vital part of an individual's communication and forms an important part of their social skills. Physical contact is a part of everyday life and it is to be used by staff in a responsible and respectful manner. Its use in school will be neither exaggerated nor diminished because of anything stated within this document.
4. Touch forms a vital part of early learning. As such it can be used as part of planned interactions with pupils. Examples of this will be holding hands when the child wants to or needs to be guided in a particular set of circumstances; dressing and toilet training; hugs, tickles, hand-shakes and high-fives and other means of communicating "well done" or as comfort or reassurance.
5. Parents should be aware of this and their views respected. Some children will not enjoy touch and it will therefore not be used unless agreed with parents as part of an individual education program (IEP) or behaviour support plan.
6. Inappropriate or sexual contact is expressly forbidden and all contact should be observable by a second adult.

Physical prompts and support

7. Physical prompts and support will form part of pupils' work within some aspects of the curriculum. In Physical Education, for example, it might take the form of recognised supports for Gymnastics, positioning of limbs in positions for games such as cricket and where feet have to be in correct alignment for skill development and safety and again for supporting pupils with dressing and undressing where they are unable to do so without support and where parents have prior knowledge of practice.
8. Touch can also be used as a physical prompt with pupils to assist them through a task. This will normally involve light contact on arm, hands or shoulder, for example to help or steer the pupil. In this respect it might act as a step towards successful learning and mastery of a skill such as signing, for example.
9. For pupils who find controlled movement of their bodies more difficult, touch and associated physical support becomes even more important. Where pupils rely on staff to assist them with movement or more personal and intimate care, staff will provide that support whilst being mindful of and sensitive to issues around dignity and will always attempt to seek and respond to the wishes of the young person whilst acting in their best interests.

MAPA (The Management of Actual and Physical Aggression)

10. MAPA® is the system we use at Watermill to train staff to safely hold pupils. MAPA® skills have been assessed by BILD (the British Institute of Learning Disabilities) and ensures that all holds are non-abusive or harmful; require the least possible force for the shortest possible time and allow the pupil dignity and control in the situation.
11. All staff working with pupils are trained to use MAPA® and attend yearly updates to refresh their skills.

Holds.

12. Holds may be used for a variety of reasons but essentially fall into one of two categories, planned and unplanned.

Planned Holds.

13. As part of some pupils' Individual Education Programs they will require the use of Physical Support in order to get them through a difficult activity or situation. These will have been decided upon through negotiation with parents and agreed upon before use. Holds will be used to enable pupils to have normal access to a variety of situations and will always conform to MAPA® principles.

14. Because these holds would generally form part of an individual's IEP or behaviour support plan and therefore agreed with parents, detailed reporting of each instance of holding to parents would not be required but should be logged in school and reported to parents, usually when frequency is decreasing or increasing.

15. Use of Holds should never be used for staff convenience but only as a part of a broad positive behaviour program.

Unplanned Holds

16. Unplanned holds are reactions to emergency situations unlike the previously mentioned planned holds which are pro-active.

17. Staff will adhere rigorously to MAPA® principles and as such be non-abusive or harmful, they will use the minimum amount of force necessary for the minimum time necessary to effectively manage the risk posed by a behaviour.

18. Unplanned holds will be used in order to safely manage the risks being posed to the individual exhibiting the behaviour, to other students, to adults or where damage to property might occur.

19. Staff will continually reassess a situation to take account of changing risk and respond appropriately so, for example, a pupil may need to be physically guided away from a risk in a room like a broken glass, but could be quickly released as he or she left the room.

20. Staff are expected to use professional judgement when considering whether an unplanned hold is an appropriate response. Staff are expected to consider a number of factors at this stage, most importantly the perceived risk of holding versus the perceived risk of not holding a pupil. At all times staff should take account of the pupils' level of understanding.

21. Unplanned holds will be used infrequently and must be reported and recorded in accordance with school procedures on an incident sheet.

22. Where unplanned holds are used, incidents will be reported to parents/guardians of the pupil concerned as soon as is practically possible and all reasonable efforts should be made to ensure reporting within 24 hours. In respect to a very small number of pupils, reports of unplanned holds will be made to social care professionals.

23. No holds should ever be used in anger, as punishments or for staff convenience but solely as an act of care to control a dangerous situation effectively.

Appendix B.



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Headteacher: Jonathon May B.Ed(Hons) M.Ed
Deputy Headteacher: Matthew Coupe B.Ed (Hons) NPQH
Deputy Headteacher: Emma Holford BA (Hons) PGCE
Assistant Headteacher: Helen Booth BA (Hons) M.Ed

MAPA® at Watermill School,
A guide for parents and carers.

At Watermill School we welcome children with a wide range of special needs. The first right of every child and member of staff is to work in a safe and supportive environment. This guide is intended to help parents and carers better understand one of the tools we use to help us to ensure this, MAPA®.

What is MAPA®?

Wherever a child's behaviour becomes a risk to either themselves, somebody else or, sometimes, when damage to property is being caused, members of staff have a duty of care to act to reduce that risk. MAPA® is the training model we use to do this in the safest way possible.

MAPA® is a graded response model. This means that staff are trained to use the least restrictive hold, for the shortest amount of time needed to manage the risk being posed. We do this because it is the best way of keeping everyone safe, and because it is what the law expects us to do.

Why do we use MAPA®?

Very occasionally a pupil may be acting in such a risky way that staff have no option but to manage that behaviour. When staff are faced with this difficult decision they have to decide what might happen if they hold or escort a pupil, versus what might happen if they don't.

If staff feel that holding or escorting a pupil is the safest thing to do they will use the techniques described in our yearly MAPA® training. These techniques have been developed alongside the British Institute of Learning Disabilities (BILD).

MAPA® has been very carefully developed by experts who teach techniques which reduce the risk of injury to both staff and pupil. If staff hold a pupil they

will adopt a comfortable position which avoids putting stresses and strains on joints. Great care is taken by staff to make sure that at all times the pupil is treated with dignity and respect and that under no circumstance is a hold used as punishment or to force a child to do something against their will. One of the central values of the MAPA® model is the safety and care of our pupils. We work hard to build good relationships between adults and pupils in school and because of this we rarely need to hold or escort pupils. On the occasions where we do have to, however, staff will usually have tried every other strategy available to them before making that decision. Where a pupil regularly presents behaviour where holding or escorting are likely to be needed more than very occasionally, this will become part of the pupils' CARE plan. We use the CARE plan in school to help meet a pupils needs most effectively. When a CARE plan is written it is shared by all staff to make sure we can all work with the pupil in the way that helps them best. If the school feels that planned holding is in the best interests of your child we would, of course, contact parents or carers to discuss the plan.

We understand that the thought of your child being held by staff at school can be worrying but parents and carers should be reassured that staff will always act in what they believe to be the best interests of the pupil.

Should you have any additional concerns or questions regarding MAPA® please do not hesitate to call me at school.

Yours Faithfully,



Matthew Coupe.

Appendix B. Staff and Governors with Specific Responsibilities in the areas of Behaviour and Safety.

For the Governing Body:

Link Governor for Behaviour.

Mr Sam Darlington - Mr Darlington is Vice Principal at Ormiston Meridian Academy and has responsibility there for Behaviour and Standards.

Link Governor for Health and Safety.

Mr Matthew Johnson BSc (Hons) DIS FCIOB

School Staff:

Mr Matthew Coupe – Deputy Head teacher with responsibility for Behaviour Management.