



**Nethergate Academy**

# Behaviour and Motivation Policy

NETHERGATE ACADEMY

Updated October 2020

Signed by the Chair of AAC;

Date;

Policy Review;

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**Reviewed 4.9.20 to take into account Covid 19.**

**Behaviour and Motivation Policy reviewed and Positive Behaviour Support Plans currently being amended to ensure strategies and provision meet the needs of pupils after being out of school due to Covid 19. Plans adhere to academy operating procedures and risk assessments. The curriculum will focus on meeting the social/emotional and mental health needs of the pupils as a priority with a focus on enabling them to feel safe and secure and re-establishing relationships and a sense of belonging within the community. This will be enabled by pupils following a recovery curriculum personalised to individual needs.**

The purpose of this policy is to provide staff, pupils, parents and our school community with information, strategies and legal requirements.

At Nethergate Academy we seek to remove 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 presentation. Nethergate uses positive behaviour support to enable pupils to overcome barriers, unconditional positive regard and a pupil centred approach is at the core of this.

At Nethergate our practice is informed by PRICE Safe Schools Positive Approaches to Challenging Behaviour and the values and ethos of this and our school underpin our attitudes, actions and words towards pupils in our care. Just as we might support a pupil with the acquisition of academic skills it is fundamental that we also develop behaviour patterns which are functional, socially compatible, dignified, effective and respectful of others.

At Nethergate we have the following underpinning principles

- Positive and meaningful relationships are imperative to our practice between all members of our school community
- Unconditional Positive Regard should be practiced and reinforced at all times
- Children and adults have a sense of belonging, feel safe, secure and valued
- The importance of fostering social relationships in a school community and appreciating and celebrating difference
- Responsibility and accountability for one's own actions and their impact on others
- Respect for others, their views, feelings and circumstances
- Fairness
- Commitment to an equitable process
- A willingness to create opportunities for reflective change in pupils and staff

In our management of behaviour, we draw on expertise from a range of disciplines including psychology, sociology and therapeutic interventions. We know that pupils will engage more readily and more deeply with materials and activities that are of high interest to them so our learning content is based around those activities which the pupils would choose to do. Learning is pleasurable and self-rewarding and behaviour is very rarely a concern when pupils are successfully 'on-task'. 'Wow' experiences serve to hook engagement and harness the explorative energy of each of the pupils at their own level. Content and approach are differentiated to offer meaningful challenge and the success of the pupils is celebrated to nurture their expectation and drive. Learning and teaching is at once the principal behaviour management tool and the goal and purpose of behaviour management.

## Maslow's Hierarchy of need

In order to function at their best as learners our pupils and those working with them need to have their 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 pupils. This is a suggested model which we use alongside the knowledge and information we have about this pupil.



In considering the hierarchy of needs we need to bear in mind that some of our pupils will not have the verbal language to communicate their need, want or distress even where pupils have the capacity of speech to explain, this language is not always effective when they are in distress. Therefore, it is crucial that the adult attends to the behavioural conversation more attentively than to the spoken conversation.

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 sensorily integrated before engaging with tasks. Sensory techniques are also used extensively to support the purposeful learning of pupils

## Behaviour and Wellbeing Team

Within Nethergate Academy there are a team of 5 designated staff who as part of their role;-

- Oversee and support the writing of Positive Behaviour Support Plans
- Deliver training to staff within school
- Deliver training to staff outside of school

Four members of the team are trained as instructors Shelly Wood, Jayne Balsom, Sharon Muddeman and Kelly Smith in PRICE Positive Approaches to Challenging Behaviour and the SENCO Sarah Heery also works closely with this team. As a school we are working towards

and in some cases have already achieved the standards outlined as good practice in schools by the RRN (Restraint Reduction Network).

PRICE trainers support staff in the safe physical support of pupils at Nethergate and write the reactive aspect of the Positive Behaviour Support Plans. Members of staff at Nethergate receive regular training in behaviour support including Restrictive Physical Intervention. It is the policy of Nethergate Academy that all members of staff have a responsibility to apply PRICE principles in behaviour support and restrictive physical intervention. The school follows government guidance on restrictive physical intervention and legal requirements and this is detailed further in our Restrictive Physical Intervention Policy.

There is no right approach that will provide the perfect answer for every child's behavioural difficulties. We draw on a range of methodologies and proven techniques but the key to each pupil, even each incident, lies in understanding the context and the nature of the individual pupil's presentation. Techniques that would inflame one situation might be the perfect solution in another. We need to bring a learning and reflective approach that is flexible enough to respond as the situation develops. At Nethergate the use of a positive behaviour support model ensures that the behaviour is analysed through data and strategies to effectively manage this employed.

### Positive Behaviour Support

Positive behaviour support is based on the principle that if you can teach someone a more effective and acceptable behaviour to replace a challenging one, the challenging behaviour will reduce. It suggests that challenging behaviours are learned and therefore are open to being changed. It teaches alternative behaviour which changes the environment to better support the person.

There is nothing wrong with needing and wanting social attention, to escape from a difficult situation, wanting certain items, or displaying behaviour which feels good.

Positive Behaviour Support helps children to get what they need by increasing the number of ways of achieving these things: for example, by developing communication skills

PBS helps children to learn new skills. For new skills to be used regularly, they have to be more effective than the challenging behaviour. We can make this happen by understanding the reasons people display the challenging behaviour, and by making sure the new behaviours we want to teach are reinforced in the same way.

Positive behaviour support puts the pupil at the centre of our planning and uses a toolkit for changing behaviour that is informed by applied behaviour analysis. Positive behaviour support has primarily been developed within the field of general learning disabilities.

## How we respond to challenging behaviour at Nethergate Academy

The way in which behaviours which may challenge are managed at Nethergate involves the use of a range of strategies which can be personalised to meet the needs and complexities of the pupil involved. This will form part of a multi disciplinary approach linked to the child's EHCP, school provision map and detailed in a Positive Behaviour Support Plan and in some cases risk assessment.

Some of these strategies will be proactive and embedded within the curriculum and classroom practice across school. In doing this low level disruption is addressed, basic needs are met and a 'readiness to learn' supported. We appreciate that communication and self-awareness are often areas in which our pupils need to further develop skills and use a specific Approach (Zones of Regulation) to explicitly teach these skills. (See Appendix 1 for further details)

We also use reactive strategies, these are designed to keep the person and those around them safe from harm. They provide a way to react quickly in a situation when the person is distressed or anxious and likely to be displaying unsafe challenging behaviour. This may include the use of Restrictive Physical Intervention (please see Restrictive Physical Intervention Policy).

Consequences will be based on safety and where possible pupils are given opportunities for reparation. We do not use a punishment based approach and work with pupils to develop their strategies around taking responsibility without invoking a feeling of shame.

### **Relationships and a Restorative Approach.**

At Nethergate we understand that some of our children will find regulation of their emotions and behaviours difficult. As adults we should always be thinking 'all behaviour is communication' and what is this child trying to communicate. We recognise that this will differ from child to child and Positive Behaviour Support Plans will detail strategies to support communication. The purpose of this policy is to provide staff, pupils, parents and our school community with information, strategies and legal requirements.

We use the following approaches to support relationships and a restorative approach.

- Respect- for everyone by listening to opinions and learning to value them
- Responsibility- taking responsibility for your own actions
- Repair- developing the skills within our school community to identify solutions and repair harm
- Re-Integration- Working through a structured, supportive process that aims to solve the problem

## Individual behaviour support plans and risk assessments

All pupils at Nethergate will have a Positive Behaviour Support Plan to support and manage their behaviour and mental health needs. This plan will be written jointly, by class teachers, teaching assistants and the Behaviour and Wellbeing Team. The reactive aspect which may include Restrictive Physical Intervention will be written by the Behaviour and Wellbeing Team. All aspects of Positive Behaviour Support Plans are overseen by the Behaviour and Wellbeing Team.

If a pupil is identified as needing more support than is currently detailed on their plan, class staff should liaise with the Behaviour and Wellbeing Team. At this juncture it is likely that parents/carers would be included in discussions around the functions of behaviour and a plan to move forward. It may also be decided that support is required from other professionals eg;- social care, CAMHS or the Educational Psychology service. In addition to support plans pupils who exhibit challenging behaviours may also have a risk assessment.

## Promoting and managing pupils' mental health

Some of the specific needs of our pupils mean that they are more vulnerable to mental health difficulties. It is therefore essential that we are aware and put interventions and strategies into place to prevent and respond to this when required. This may include making referrals and seeking advice from other professionals in cases where these strategies and interventions have been exhausted.

The culture and structures that are in place to promote our pupils' mental health are:

- All staff at Nethergate set a culture which ensures that all pupils are valued and they feel that they belong/have a sense of belonging. This is upheld by all staff treating pupils with unconditional positive regard.
- An ethos of setting high expectations of progress for all pupils with consistently applied support both in and outside of the classroom. This includes clear policies on behaviour and bullying that set out the responsibilities of everyone in the school to manage behaviours of concern in an ethos of unconditional positive regard.
- A senior leadership team and SENCO that oversees the strategic development of provision for pupils' mental health. Key to this is ensuring that all adults working in the school understand their responsibilities to support pupils' mental health and needs highlighted in their EHC plan. This includes ensuring colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary.
- Working with parents and carers as well as the pupils themselves, ensuring their opinions and wishes are taken into account and they are kept fully informed so they can participate in decisions taken about them at an appropriate level.

- Continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of school staff and community, informs them about the early signs of mental health problems, what is and isn't a cause for concern, and what to do if they have spotted a developing problem.

## **Bullying**

Bullying is a behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying), it is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. Please refer to the Nethergate Academy Anti-Bullying Policy for further details.

This policy is written with reference to the Nethergate Academy Restrictive Physical Intervention, SEND and Anti-Bullying policies and is in addition to the Greenwood Academies Trust Behaviour and Exclusion policy.