



Nethergate Academy

Behaviour and Motivation Policy

NETHERGATE ACADEMY

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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.

Update 2.02.22

Covid 19 continues to impact on our pupils, families and the whole school community. While we are now able to safely engage in a much wider curriculum, some aspects such as residential visits and whole school assemblies cannot yet go ahead. The academy is still experiencing 'covid breakouts' resulting in risk to health and where necessary class closures and remote education. A 'reconnection curriculum' is now in place. This continues to respond to the social, emotional and mental health needs of pupils as a priority, while adhering to the academy operating procedures and risk assessments.

Introduction

The purpose of this policy is to provide staff, pupils, parents and our school community with information, strategies and legal requirements regarding how we approach behaviour and motivation at Nethergate.

At Nethergate Academy we seek to remove barriers to learning and to optimise the learning opportunity for every pupil. We recognise that quality first teaching is essential to allowing 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. Pupils can be 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. PRICE values and the ethos 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

Three members of the team are trained as instructors (Shelly Wood, Sharon Muddeman and Kelly Smith) in PRICE Positive Approaches to Challenging Behaviour. Our SENCO Sarah Heery also works closely with this team to support our families and decision making. As a school we are working

towards meeting all standards outlined as good practice in schools by the RRN (Restraint Reduction Network).

Our academy PRICE trainers lead staff in the safe physical support of pupils at Nethergate. They write the reactive aspect of the Positive Behaviour Support Plans and any additional risk assessments as needed. Members of staff at Nethergate receive regular training in behaviour support including Restrictive Physical Intervention.

All members of staff have a responsibility to apply PRICE principles in all behaviour support and restrictive physical intervention. The school follows government guidance on restrictive physical intervention and all legal requirements. All staff have a responsibility to show unconditional positive regard to every child.

We recognise that every child and situation is different. There is no one approach that will resolve every child's behavioural difficulties. We draw on a range of methodologies and proven techniques. However the key to supporting each situation lies in understanding the context and the nature of the individual actions; all behaviour is communication. We engage in a reflective approach that is knowledge based and flexible in response as the situation develops. At Nethergate behaviour is analysed through data and so strategies are informed and effectively deployed.

Positive Behaviour Support

Positive behaviour support is based on the principle that if you can identify the function of the behaviour, then you can teach someone a more effective and acceptable behaviour to replace a challenging one. This then leads to the challenging behaviour being reduced. It suggests that challenging behaviours are learned coping methods, and therefore are open to being changed.

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

Positive Behaviour Support (PBS) helps children to get what they need by supporting them to recognise their behaviours and by increasing the number of ways their need may be safely and acceptably met. Increasing and enabling communication is a priority in supporting our pupils.

PBS helps children to learn new skills which meet the same need as the challenging behaviour. We 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.

Responding 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/or likely to display unsafe challenging behaviour. This may include the use of Restrictive Physical Intervention (please see Restrictive Physical Intervention Policy).

Consequences are based on safety and where possible pupils are given opportunities for reparation. We do not use a punishment based approach and we 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 recognise that 'all behaviour is communication' and focus on what the behaviour is telling us. We recognise that this will differ from child to child. Positive Behaviour Support Plans detail strategies to support communication for that individual.

The purpose of this policy is to provide staff, pupils, parents and our school community with information regarding our ethos, 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

The additional needs of our pupils mean that they are more vulnerable to mental health difficulties. It is therefore essential that we put support, interventions and strategies into place to prevent and respond to this. We make referrals and seek advice from other professionals in cases where our 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 supporting their child in partnership with us.
- 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. We follow and adhere to the Greenwood Academies Trust Anti-Bullying Policy.

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