

# EASTWOOD HIGH SCHOOL



## BEHAVIOUR SUPPORT POLICY

## Eastwood High School Behaviour Support Policy

### **Rationale**

A large number of pupils will encounter difficulty in engaging in learning; accessing the curriculum; or generally cultivating good relationships with their teachers or their peers due to social, emotional or behavioural difficulties. There may be a long history of such difficulties or they may be transient in nature but in either case they can constitute a considerable barrier to learning for the individual concerned, as well as affecting the learning process for other young people with whom they come into contact. The role of Behaviour Support in Eastwood High School is to provide effective support for all pupils based on GIRFEC (Getting it Right for Every Child) by using the 'wellbeing' SHANARI wheel to ensure the best possible school experience. The SHANARI WHEEL elements are *Safe, Healthy, Nurtured, Achieving, Respected, Responsible and Included*. This is achieved by using a team of Behaviour Support Teachers and Behaviour Support Pupil Support Assistants working in the classroom environment and within the Pupil Support Base. Where possible, initial support will always be in the classroom. The focus of support is year groups S1, S2 and S3 but ultimately all pupils irrespective of stage are supported if required. At all times, Behaviour Support collaborates with colleagues in Support for Learning as well as the Pastoral Care PTs and DHT Support in supporting these young people to obtain optimum value from their time in school. Pupils with more challenging behaviours are supported through GIRFEC partnership working at the school's Joint Support Team.

Underpinning the Behaviour Support Policy is that Eastwood High School is an inclusive school.

### **The Role of the Pupil Support Teacher**

The role of the Support Teacher is summarised below:

- By using the elements contained with the WELLBEING WHEEL, ensure where possible, all pupils are supported as fully and effectively as possible;
- Manage the Pupil Support Base;
- Liaise with partnership agencies in best supporting pupils;
- Liaise with parents and carers in best supporting pupils;
- Liaise with Senior Leadership Team in best supporting pupils;
- Plan, record and monitor pupil support via STINT plans;
- Communicate appropriate and relevant information about individual pupils to subject teachers;
- Provide appropriate in-class support to pupils and subject teachers to ensure elements of WELLBEING WHEEL are addressed;
- Be flexible and creative where appropriate in supporting pupils;
- Liaise with Support for Learning in providing joint support where appropriate;
- Liaise with Pupil Support Assistants in providing pupils the most effective support;
- To contribute to multi-agency working through Joint Support Team (GIRFEC) meetings and other multi-agency forums;
- To offer customised support strategies to individual pupils;
- Collaborate with NQTs on classroom (FFI Based) strategies;
- Observe NQTs in class;
- To offer restorative and mediation sessions with pupils where appropriate;
- To regularly evaluate effectiveness of support offered to pupils;
- To organise and facilitate appropriate groupwork;

- To complete home visits when appropriate;
- To liaise with SLT in accommodating pupils on 'internal exclusion,' an alternative to a formal exclusion;
- To liaise with cluster primaries over transition arrangements for pupils moving from cluster primaries to Eastwood High School;
- To carry out post-transition observations of pupils new to Eastwood High School;
- To maintain the school's STINT Directory; and
- To evaluate the effectiveness of support delivered by the department.

### **The Role of the Pupil Support Assistant (PSA)**

Pupil Support Assistants provide support for learning and teaching for pupils of all abilities and support needs under the direction of classroom teachers. They assist classroom teachers with practical tasks, preparing teaching materials and resources and relieving teachers of non-teaching duties. They also undertake administrative and supervisory duties on behalf of the class teacher and within the Pupil Support department. PSAs are literate and numerate, have good interpersonal skills and a particular ability to relate to children. They give physical assistance to pupils and undertake prescribed therapies where appropriate.

#### **General:**

Main duties in order of priority:

- Support for pupils in class;
- Supervision in the support base;
- Administrative/clerical work when required; and
- Other duties as may be required due to absence of other PSAs.

#### **In Class:**

In class, the class teacher and the PT Behaviour Support/ PT Support for Learning will agree the PSA's duties. Where support is provided as a result of a Pupil Support Referral bid then agreement about the PSA role will be clarified when any bid for support is accepted and written into the STINT plan.

This may include:

- Support for an individual pupil – helping them to stay on task; and
- Supporting pupils generally in class as the need arises.

If a PSA is allocated to a particular individual in class and that pupil is settled and on task, the assistant would normally support other pupils in the class as necessary. The PSA would use his or her own judgment for this.

Promoting independence is a key part of the PSA's role. Their job is to encourage pupils to gradually gain independence. PSAs are there to help pupils by:

- giving pupils strategies to help them;
- keeping them on task;
- reading and scribing where appropriate;
- supervising access to computers;
- assisting with note taking;
- assisting with study techniques;
- working in small groups or one to one in class;
- helping a pupil catch up with missed work;

- explaining points and repeating instructions given by the teacher;
- helping a pupil by getting around, going to the toilet, changing for PE;
- helping pupils working on the computer, carrying laptop for a pupil;
- preparing audio tapes, scribing work a pupil has taped;
- observing a pupil in class;
- supporting a pupil's behaviour;
- reporting back to a teacher on problems or successes;
- contributing to planning or review meetings about a young person;
- Help contribute to the nurturing environment of the Pupil Support Base;
- Contribute to team meetings about issues and/or concerns about pupils they work with;
- Evaluate support given to pupils – specifically, how a pupil behaves and engages with classwork as a consequence of PSA support;
- Any other task to support a pupil not mentioned above; and
- The PSA timetable will always be flexible to offer better support as needs arise.

**A PSA should not be asked to:**

- Teach any pupil or group of pupils element of their course work;
- Sit with a pupil in any corridor or public area who has been sent out to be disciplined;
- Supervise a whole class for any length of time; and
- Work with a pupil on a task which is not adequately differentiated to meet their needs.

**Behaviour Support – Working as a team**

Behaviour Support teachers and Pupil Support Assistants are in regular contact with each other every single day and are able to pass on information in an ad hoc way.

- The team formally meets every few weeks where PSAs can share pupil information with colleagues and raise concerns and issues about any aspect of their job. Agenda and minutes are available in the Pupil Support Shared area;
- Support teachers regularly meet every week; and
- A brief fifteen minute meeting is arranged at the start of every school week to look at the Support diary for the week ahead.

**Behaviour Support – Part of the Pupil Support Management Team**

Behaviour Support works closely with Support for Learning and the Pastoral Care team within Eastwood High School. A number of pupils require support from both Support for Learning and Behaviour Support. In such circumstances, collaborative working between both teams is organised to ensure the best possible support for individual pupils.

Behaviour support will monitor Click and Go behaviour referrals and identify pupils whose behaviour is giving cause for concern. They will monitor the merit and demerit system as part of the schools positive behaviour policy. A text is sent home when a pupil is issued a demerit, the behaviour support team will become involved when the pupil accrues a set number of demerits. Behaviour support will then inform parents of the school's concern and asks for parental intervention in dealing with the indiscipline.

- Behaviour support, in collaboration with Support for Learning is heavily involved in transition arrangements in organising meetings, visiting colleagues in cluster primaries and arranging extra transition visits for those pupils who require them;
- Both Behaviour Support and Support for Learning issue regular joint updates to subject teachers via the GIRFEC Directory; and
- Pupils regularly share support bases.

## **The Role of the Pupil Support Base**

The Pupil Support Base and individual support spaces (interview rooms, multi-sensory room and satellite room) will provide an individual with a positive, nurturing environment, particularly pupils who are experiencing problems engaging with their learning in the classroom environment. It is also used for groupwork, one-to-one counselling sessions as well as a safe nurturing place for pupils to attend during school breaks.

### Aims of the Pupil Support Base:

- To allow pupils whose behaviour is challenging the opportunity to work and learn in a quiet and controlled environment;
- To allow pupils time to reflect and consider their actions after instances of challenging behaviour;
- To allow teachers the opportunity to continue with teaching and enter discussions on ways to support the pupil in class;
- To provide the opportunity for group work and counselling;
- To accommodate pupils who for any reason find it difficult to be in class. For example school refusers; and
- To function as an alternative to exclusion.

## **Procedures**

The working practices of the Behaviour Support Team are outlined below:

1. Whole class support;
2. Temporary withdrawal of pupil from a class;
3. Permanent withdrawal of a pupil from a class;
4. Dealing with pupils experiencing emotional difficulties;
5. Circumstances by which pupils will not be accommodated in the Support Base; and
6. Recording, Logging, Monitoring and Tracking.

## **Whole Class Support**

The following policy relates to a subject teacher making a referral for whole class support using the Staged Intervention (STINT) 2 referral form.

Teachers who are finding classes difficult to teach are encouraged to use the essence of the Framework for Intervention based Management package to reflect on and make changes to their own practices. Any whole class support is provided by Behaviour Support teachers and not Pupil Support Assistants.

If an individual teacher is experiencing difficulty in managing a class, the following process will be followed:

- Initial concerns about the behaviour of a class are made to the subject PT and not initially to Behaviour Support;
- The subject teacher will be asked to complete the Framework for Intervention Behaviour Management self-assessment strategies which is available to all teaching staff in the Eastwood Staff Share folder which can be accessed by every member of staff;
- The strategies contained within the package must be tried first. Normally, there is a six week period to evaluate new strategies which have been implemented;
- If at the end of this period, there are still concerns about managing the class, a referral can be made to Behaviour Support for in-class support; and
- PT Behaviour Support will discuss with the teacher and PT subject the steps ahead.

Any member of staff who is experiencing a difficulty in managing a pupil, a group of pupils or a class will be encouraged to complete the Framework for Intervention Behaviour Management programme in the first instance. This is easily available to all teaching staff.

### **Temporary Withdrawal from Class**

Withdrawing (Temporary or permanently) a pupil from class will always be:

- The decision of the pupil support DHT;
- Referrals to have a pupil removed from class can be made by a DHT, PT Behaviour Support, PT Support for Learning, PT Subject and PT Pastoral Care.

Temporary withdrawal from class process:

- Initial withdrawal from class will be for no more than one week. This may, however, be increased at the reintegration meeting;
- Reintegration meeting is arranged by DHT when the decision to withdraw a pupil is taken;
- Pastoral care teacher will contact parents/carers before a pupil is withdrawn from a subject;
- Decision to reintegrate a pupil back to class will be taken by DHT;
- WELLBEING WHEEL related targets for reintegration back to class discussed with subject teacher, subject PT and Behaviour Support. Targets will be based on the reasons for withdrawal in the first place;
- Withdrawn pupils will complete classwork supplied by subject teacher or PT Subject. If no classwork is provided, then the pupil will not be withdrawn;
- Where appropriate, restorative work will be conducted by Behaviour Support;
- Pupil log will be completed by Support Base staff for each period a pupil is withdrawn to the support base;
- Pupil reintegrated back to class accompanied by Behaviour Support teacher or Behaviour Support PT;
- Behaviour Support teacher then withdrawn when the time is deemed right. DHT informed when this happens; and
- Subject teacher monitors pupil progress thereafter.

### **Permanent Withdrawal from Class**

Permanent withdrawal of a pupil from class follows this process:

- DHT decision to withdraw pupil is made after due consultation with relevant staff, the pupil and parents;
- Pupil accommodated in the Support Base;
- Pupil will either use the time to: catch –up in other subjects, complete ASDAN work, complete National courses or complete homework where appropriate;
- Pupil work will be planned, monitored and tracked every period; and
- Pupil to sign an agreement stating he/she will work productively during the time spent in the Support Base.

### **Dealing with pupils experiencing emotional difficulties**

Pupils experiencing emotional difficulties entering the Pupil Support Base follow this process:

- The pupil will be directed into an appropriate area of the Support Base. This may include a smaller interview room, the multi-sensory room or the satellite room;
- Behaviour Support staff will provide any initial counselling;
- Behaviour Support staff will record this on the Support Base diary;
- Pupil Support staff will monitor the pupil and record any other actions in the Support Base diary;
- DHT will be notified of any ad hoc decisions taken in supporting the pupil, including temporary withdrawal from class.

Behaviour Support staff deliberately have a flexible approach in dealing with such pupils and may deviate from the above process.

### **Circumstances by which pupils will not be accommodated in the Support Base**

Pupils will be sent away from the Support Base for the following reasons:

- A pupil has informed a teacher that they are allowed to work in the Support Base and permission is mistakenly given for the pupil to attend the Support Base;
- A teacher feels that a pupil would work better in the support base and the pupil then sent down;
- A pupil truants and seeks refuge in the Support Base;
- A pupil walks out of class and goes to the Support base without a prior arrangement; and
- A pupil's behaviour in the Support Base is unacceptable.

Pupils are discouraged at all times from going to the support base between period times unless there is an arrangement for them to do so. They will always be sent to class if they are not timetabled for the Support Base.

If a pupil turns up at the Support Base without a prior arrangement, the following procedure will be followed:

- The pupil will be instructed to return to the PT Subject of the class he/she has come out of;
- A pupil's arrival to the Support Base will be recorded in the Pupil Support Base diary for information only;
- PT Behaviour Support will be informed; and
- PT Behaviour Support will follow this up.

### **Recording, Logging, Monitoring and Tracking**

Behaviour teachers and PSAs record all relevant information pertaining to individual pupils in a number of different areas:

- Behaviour Support staff update and maintain: Click 'n' Go pastoral notes, STINT Plans; Coordinated Support Plans (CSPs), the Childs plan and Care and Welfare plans;
- Behaviour Support teachers write reports for partnership agencies when required; and
- Behaviour Support teachers and PSAs record attendance and pupil progress in the Support Base diary and Support Base individual pupil plan.

All Pupil Support Base records and logs are kept in the Pupil Support Shared area and are accessible to the school's pupil support team.