



UNIQUE  
CARE GROUP

Welcome to

**Westbury School**

Positive Behaviour Policy

March 2024

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#### Legal Status:

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 24 (3) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Equality Act (2010), Education Act (2011)
- DfE Guidance (2016) *Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff* (DfE Website – [www.education.gov.uk](http://www.education.gov.uk)) including *Getting The Simple Things Right*, Charlie Taylor's Behaviour Checklist (DfE 2011) and non-statutory advice 'Behaviour and Discipline in schools' (2016)
- *Use of Reasonable Force. Advice for Head teachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.
- DfE: Preventing and Tackling Bullying 2017
- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: Statutory guidance School exclusion 2017
- <https://www.gov.uk/government/publications/school-exclusion>
- DfE: Behaviour and discipline in schools
- <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>:
- DfE: Statutory guidance: Keeping children safe in education 2020

#### Applies to:

- The whole school inclusive of activities outside of the normal school hours.
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

#### Related Documents:

- Anti-bullying Policy and Procedures; Safeguarding Children - Child Protection Policy and Procedures; Physical Intervention – Use of Reasonable Force
- Appendix A: Managing and Modifying Children's Behaviour
- Appendix B: Encouraging Positive Behaviour
- Anti-bullying Policy and Procedures, Safeguarding Pupils - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic (PSHE) education

#### Staffing Method

This process requires:

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- Strong school leadership, and a clear, well organised, and consistent approach to behaviour management.
- An understanding of and access to sources of expertise in current legislation, research, and philosophy on promoting positive behaviour and on handling pupil's behaviour where the child may require additional support.
- Fulfils the duties under the Equality Act 2010; including issues related to pupils with special educational needs or disabilities and provides reasonable adjustments and support systems for these pupils.
- Promoting positive behaviour within the curriculum for supporting personal, social, and emotional development.
- Recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of The School.
- All staff to provide a positive model of behaviour by treating pupils, parents and one another with friendliness, care, and courtesy.
- Supports teachers with classroom management.
- Implementing rewards and consequences; behaviour strategy and the teaching of good behaviour.
- Managing pupils' transition, liaising with parents and other agencies.
- Maintaining facilities to a high standard and

The policies, working practices, documentation and record keeping support the implementation outlined above.

#### Availability:

This policy is made available to parents/carers/guardians' staff and pupils from the school office and website

#### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement, and audit by the Headteacher.
- The Proprietor undertakes an annual review of this policy and the efficiency of its implementation by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

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## Pupil Profile

### Statement of Intent

This document aims to ensure a common understanding regarding why our students behave in the ways that they do, taking into account the impact of having a learning disability and/ or difficulties alongside an individual's own life events and experiences. This in turn will inform both general strategies that can be effective for many of the people that we support, as well as detailing more individualised proactive and, as a last resort, reactive strategies and considering more complex behaviour of concerns that can challenge individuals and services.

### Introduction

A consequence of their learning difficulties our students can behave in ways that are different to what many people might consider 'socially appropriate and socially acceptable'.

The first concern when working with our learners is to determine whether behaviours that staff may see as 'inappropriate' or different are dangerous for the person displaying the behaviour or to those around them, are illegal or significantly inhibit the individual's access to the community and learning opportunities or are a sign of heightened anxiety and/or distress. If this is not the case then our role rather than solely trying to 'change behaviour' is to raise awareness throughout the wider community, working as individuals and as an organisation to change attitudes towards people whose behaviour may appear unusual or different.

This policy is designed to promote and create a framework for achieving good behaviour, rather than merely deterring anti-social behaviour. It is directly related to the social, physical, and emotional well-being of everyone meaning we aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well. In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad as negative reinforcement can, in fact, be counterproductive. Children should be given a positive choice to behave well whilst reminded of the consequences of not doing so. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to help all members of the school to live and work together in a way conducive to learning by creating a stable and secure

environment that encourages respect for others while acknowledging the particular difficulties this represents for our children.

We believe that children flourish best when their personal, social, and emotional needs are met to ensure high self-esteem and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the school to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism, and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos.

#### Factors affecting behaviour

A variety of factors may influence a person's behaviour and contribute to incidents of challenging behaviours. A learning difficulty is not a cause of challenging behaviour. A number of factors such as those highlighted below come together leading the individual to respond differently and display behaviours which challenge others.

#### Impact Learning Difficulties

A learning difficulty is a developmental condition which results in the young person being likely to perceive, interpret, process, and experience the world in a different way.

Whilst our learners may not have a primary need of autism there are similarities in the challenges which they face:

- Social communication and Social Interaction

Our learners tend to develop a 'Theory of Mind' at different times or to a different degree as the rest of the population. This means that it is difficult for them to understand that others have independent thoughts and thus different perspectives from their own. This can cause a variety of problems in terms of interacting with others as a learning difficulty will be at the very least delayed in their ability to understand others' points of view, or struggle to realise that communication is necessary for others to understand and meet their needs. For example, they may feel thirsty and then become frustrated when a member of staff does not help them to get a drink, before they have asked.

People with learning difficulties find it difficult to process and understand the social world. Social rules and conventions that most people learn intuitively often need to be explicitly taught and even then may not be fully understood and applied. Many of our learners want social relationships, but most struggle to know how to interact, and experience high levels of anxiety and stress in social

situations. Some of our learners may find the social environment so confusing that they withdraw from interacting with others.

- Restricted, repetitive patterns of behaviour, interests, or activities

Learners with a learning difficulty are likely to find dealing with novel situations challenging due to difficulties with generalising skills and experiences learnt from other situations. Often, they can find change and transition problematic, e.g. transitioning from home to their school or day service, or changes to expected activities. This can contribute to a reliance upon routines and predictability.

- Sensory issues

Many children with a learning disability also experience differences in the way their sensory processing systems work. Some may be particularly (hyper) sensitive to noise so may hear, become upset or distracted by noise that most people would barely notice. Conversely others may be under (hypo) sensitive to touch so may need to exert extra pressure when touching objects or other people to receive the same sensory feedback.

Most of our learners may have issues with sensory processing and integration meaning that they may struggle to process and understand the information coming in from a variety of sensory modalities. They may struggle to filter out irrelevant information and to concentrate on what is necessary.

- Additional stressors

While we must always recognise a learning difficulty is likely to pose the above challenges, our learners are just as likely to be affected by other factors which affect their mental health and emotional wellbeing as the rest of the population, and are often at increased risk. Lack or poor emotional literacy/regulation difficulties can also significantly contribute to incident of challenging behaviours. People with learning disability are also at risk of developing mental health difficulties especially anxiety disorders which again can contribute to the onset of incidents of challenging behaviours.

- Life events and experiences

Our students like others, are affected by life events and experiences such as bereavement including changes (losses) of people supporting, moving to a new house, puberty, family breakdown etc.

- Illness and wellbeing

Illness and pain can affect how a person behaves especially if unable to properly communicate this pain to others. Our learners may also suffer from low self-esteem, be bullied, and excluded and therefore feel lonely.

- Stress

Our learners often experience high levels of stress and anxiety related resulting from

difficulties communicating and understanding the world around them. Those functioning at a higher level may have more insight and awareness into their difficulties and differences in comparison with other people their own age. Those supporting them may overestimate their abilities and hence not always provide effective support.

High levels of stress can emphasise and increase those other difficulties described above. The key to good behaviour management is to reduce the likelihood of difficult behaviours occurring.

### Reactive

Restrictive practices and physical interventions are kept to an absolute minimum and always used only as a last resort.

It is important to recognise that overly emphasising the role of physical interventions as a 'management tool' for supporting those with challenging behaviours/behaviours of concern may actually be counterproductive to the cause and increase risk to vulnerable people. Indeed the evidence base supporting such training has been questioned and it has been suggested that the field of training in physical interventions is dominated by commercial interest and a complete lack of evidence base. Reactive strategies are used once a behaviour has occurred to manage the behaviour and aim to de-escalate the situation as quickly as possible.

Reactive strategies include:

De-escalations techniques :

- reducing demands and requests,
- removing triggers,
- distracting and motivating,
- redirecting, diverting the focus of attention,
- controlling sensory input in line with the person's needs (e.g. turning off lights, reducing noise and language).
- As part of our Behaviour Policy our school believes that pupils should feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

We motivate children to:

- Work hard; behave well; obey the school rules/ values; treat all members of the community with respect; show self-respect.



We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships, and personal safety.

The School aims to provide:

- Good adult role models of caring co-operative behaviour.
- The reinforcement of positive attitudes to expectations.
- The celebration of a wide range of achievements.
- An acceptance by all staff of a responsibility for maintaining good discipline.

Our school makes the relevant information available to comply with the above aims. The policies, working practices, documentation and record keeping support the implementation outlined above.

#### The Role of the Head Teacher

The Head teacher's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Head teacher has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Head teacher who is expected to ensure the implementation of the above aims and additionally to:

- Make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- Be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- Familiarise new staff members with the school's behaviour policy and guidelines for behaviour.

#### The Class Teacher and Classroom Management

The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Well planned, interesting and demanding lessons make a major contribution to good discipline. Staff are supported with effective classroom management strategies to ensure effective behaviour. Within the classroom, children will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to children on a daily basis. These include verbal praise, written remarks about good work, stickers/stars, sending children with their work to other teachers/Head teacher

and a merit system. School reports are also seen as a means of constructive praise.

### The Role of All Staff

All staff are expected to encourage good behaviour and respect for others in pupils and to apply all rewards and consequences fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

#### All Staff should:

- Have high expectations for children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, trusting, supportive and constructive relationships with them.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Communicate effectively with parents, colleagues, and carers, conveying timely and relevant information about attainment, objectives, progress, and well-being.
- Have a commitment to collaboration and co-operative working where appropriate.
- Manage children's behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- Use a range of behaviour management techniques and strategies, adapting them for individual needs as necessary to promote self-control and independence of children and cooperation through developing their social, emotional, and behavioural skills and
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

### The Role of Pupils

Pupils are involved in the design of a pupil friendly behaviour policy detailing procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.

### The Rights and Responsibilities of Pupils

Our school believes that as a pupil you have the right:

- To develop to your full potential in every area of school life.
- To be treated fairly and with respect.

As part of these rights, children should recognise the following rights and responsibilities:

- I have the right to be safe
- I have a responsibility to make the School safe by not threatening, hitting or hurting anyone
- I have the right to an education
- I have a responsibility to co-operate with teachers, classroom support staff and other children to make sure that lessons proceed smoothly
- I should not behave in a way that will interfere with the other children's right to learn
- I have a responsibility to attend classes regularly and to arrive at lessons on time
- I should adhere to the school dress code
- I have a right to be treated with understanding
- I have a responsibility to treat others with understanding – not to laugh at others, tease others or try to hurt their feelings by name calling
- I should help other members of the school, particularly those who are new or younger than me
- I have a right to be treated with respect and politeness
- I have a responsibility to treat others politely and with respect
- I have a responsibility to respect the authority of teachers and learning support staff
- If necessary, I have a responsibility to disagree without being disagreeable
- I have a right to expect my property to be safe
- I have a responsibility not to steal, damage or destroy the property of others
- I have a right to be taught in a pleasant school environment which does not put me at risk
- I have a responsibility to take care of the school and its resources
- I have a responsibility to inform staff about any damaged equipment or fittings
- I accept that adults may more easily see dangers and I will comply with their instructions
- I have a responsibility to report others I see damaging school
- I have a right to enjoy a healthy lifestyle while I am at School
- I have a responsibility not to bring tobacco, alcohol, or drugs into school

The Right to Learn in a Calm and Undisrupted Atmosphere

Pupils should move around the school calmly and quietly. Homework (where appropriate) and the date for handing it in should be written down in the student planner. All work submitted should reflect a pupil's best efforts. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour are unacceptable. Mobile phones are handed into the headteacher at the start of the day and returned at the end of the school day. There must be no misuse of mobile phones by staff members. Children are supervised when using the internet.

#### The Role of Parents/Carers

Our schools strongly encourage an ethos and culture where there is clear communication with, and the support of parents/carers. Parents/carers are expected to take responsibility for the behaviour of their child both inside and outside the School. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents/carers to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents/carers to encourage their children to support the school rules, their child's learning, and to co-operate with the school, as set out in the home-school agreement.

#### Other Agencies

The school fosters good working relationships with the local authority and complies with their safeguarding procedures.

#### Standards of Behaviour

Our school demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school. All staff are expected to promote good behaviour and self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons are required. It is appreciated that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lessons, but behaviour which does not allow constructive teaching and learning is unacceptable and the staff work within acceptable thresholds of tolerance. All staff have a duty to ensure that disruption is not tolerated. Through regular discussions at staff meetings, the school endeavours to ensure that staff apply all standards fairly and consistently.

#### The School Environment

We are aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school. The care and sensitivity with which children's

work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The children will also be encouraged to be likewise aware so that they feel they personally have a responsibility for keeping the school clean, tidy, and attractive. Children showing pride in their own classroom is the first step towards this.

We wish to promote a school environment where:

- All pupils have a right to work in a calm, undisturbed, supportive, and purposeful atmosphere.
- If they are going outside the classroom, pupils should move from lesson to lesson quickly, but calmly so that they are punctual.
- To benefit fully from lessons pupils should have all necessary equipment and books.
- Positive self-esteem is encouraged along with concern for the well-being of others.
- School rules values/, stated positively, are understood, and applied consistently.
- The attitudes and values with reference to Spiritual, Moral, Social Education (SMSC), Personal Social Health Education (PSHE) and Citizenship lessons permeate the school day.
- High expectations, both in work and in play, create a positive attitude to learning for life.
- All members of staff refrain where possible from physical contact with the children, except for example when first aid is required or physical intervention as a last resort.
- All have a right to attend school without the fear of being bullied.
- Praise rather than blame, is the norm.
- Pupils should leave classrooms clean and tidy.
- They should also adhere to the school uniform/dress code

Expectations

These are:

- To promote the well-being of self and the school community.
- To encourage the development of personal independence and responsibility.
- To promote the creation of an atmosphere conducive to learning.

Our school is opposed to discrimination on the grounds of sex, race, or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.

This school is opposed to any form of open, or concealed, racism or racist behaviour. All pupils, staff and parents have a right to be treated equally

regardless of ethnic origin, race or religion. Children should be encouraged to accept responsibility for their own behaviour. Children are expected to behave in a manner that will maximise their learning opportunities - and those of their group members. Behaviour which does not enhance learning opportunities will not be tolerated. In such cases of unacceptable behaviour during lessons the Head teacher is to be informed.

Unacceptable behaviour is:

- that which can damage/hurt (in *any* way) a person or their property.
- that which is offensive or inconsiderate.
- that which interferes with the rights of teachers to teach and children to learn.

Rules are deliberately few in number and should be stated positively and clearly. Children should always be aware of why they exist. Our school rules are developed in conjunction with the school council and are well known to all and reinforced consistently.

#### Code of Conduct and Care for Others

In order to maintain a happy, safe, working environment in which staff and pupils can perform to the best of their ability we expect all members of our school to conform to the following code of conduct.

- All pupils of the school should show consideration, courtesy, respect, and sensitivity to one another, to visitors to the school and to those of the public they come into contact with.
- The school will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness, or bad language, directed at any member of the School.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim and perpetrator. When the facts have been fully established and consequences for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Head teacher or outside agencies.
- We expect all members of our school to refrain from overly physical contact with one another.
- No items of monetary or sentimental value should be brought into school or taken to off-site PE activities and individual guidance should be followed regarding valuables on school trips and residential courses

#### Rewards

Throughout the school, good behaviour is always promoted. Our school believes that it is important to acknowledge and reward in a positive way those who

demonstrate a high level of co-operation and good behaviour. We endeavour to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise pupils and, where appropriate, reward them for good behaviour and good work. The particular and individual challenges faced by children mean that staff should actively seek out examples of appropriate and socially acceptable behaviour, identify and acknowledge that behaviour and then reward it. Care should be taken to affirm children who are "always good". They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded. We support the belief that all members of the school have the right to be treated with fairness, honesty and respect and therefore to act with such. It seeks to recognise and reward children who demonstrate this sense of responsibility.

Practical praising strategies with specific reference to learning difficulties

- Praise what the child has done rather than the child
- Be specific with praise – focus on what has actually been achieved (work, behaviour)
- Avoid competition / comparisons with others
- Understand how children like to be praised

Rewards Awarded For:

- Work & behaviour in class
- PCP targets
- Exceptional effort or progress & personal growth
- Demonstration of school values
- Educational visits
- Exceptional personal achievement
- Exceptional effort or progress in class work
- Sustaining positive behaviour
- Demonstrating our school values (THRIVE)

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are given the opportunity to take on responsibility throughout the year. Children's successes in all areas e.g. academic, personal, artistic, sporting etc. are always celebrated and often will be added to the monthly newsletter.

We praise and reward children for good work and behaviour in a variety of ways:

- Head teacher awards
- Celebration day
- Public / private celebration
- Teachers congratulate children.
- Pupils can work towards a class incentive scheme
- Verbal praise

- Recognition of personal qualities by peer group through the selection of School Council Members etc.
- Staff are encouraged to send outstanding pieces of work and children with their work to the, Head teacher or other teachers.
- Children can visit other classes to share their good work or may be chosen to share it with visitors.
- Displaying good work around the School.
- Children are given Special Helper roles throughout the school and encouraged to take pride in their role and are praised for this. Roles may include showing visitors around the school (where appropriate and in line with our child protection policy)
- Children are encouraged to share details of awards and achievements they may have attained outside of school, e.g. sporting achievements
- Friday Catch Up certificates
- Stickers

### Behaviour Management

The consequences of any misbehaviour should be logically related. Under no circumstances is it appropriate response to discipline a whole group for the misdemeanours of an individual.

Consequences should only be used for children and people who staff judge to have the capacity to understand the connection between their behaviour and the consequence. An assessment of this capacity must be undertaken and recorded in that individual's file prior to any sanction occurring.

- Any use of consequences must be appropriate to the age, understanding and individual needs of the person, and be applied fairly and consistently by staff.
- The consequence used will be proportionate to the inappropriate behaviour.
- Consequences should be designed to reduce the likelihood of the behaviour reoccurring and reviewed on a regular basis.
- Staff will receive information on the use of consequences as part of their training on supporting child behaviour.

### Level 1 Behaviours

- Swearing; teasing; shouting; initial refusal to complete request.

'Containable issues' where staff feel independent action by them is appropriate (i.e. no involvement of other staff necessary) and they feel confident to take the necessary action. At this level staff should always aim for positive solution. Behaviour at this level would be reflected in the points system and could be discussed by class tutor/House Staff during handover and/or at the end of the day.



### Suggested Consequences:

- Verbal disapproval
- Points not earned
- Move seats within class
- Task completion
- Written apology (not to be elicited from the learners)

### Suggested Strategies to support children modify their behaviour

- When it does not significantly affect classroom rights, it is best to ignore behaviour.
- If a right to teach, learn or be safe is being significantly infringed, remind the child of the classroom expectations
- Direct the child to appropriate behaviour.
- If a child is ever disruptive during the on-task phase of the lesson, it may be appropriate to direct/redirect using distraction.
- Remain calm, in general speak quietly and use appropriate assertion. Arguing and anger do not convince.
- Focus clearly on the behaviour which is affecting due rights and the relevant rule or right infringed.
- Encouragement of positive behaviour.
- Use pastoral support strategies to explore behaviour and forward plan with alternative positive behaviours'.
- Use positive body language
- Use humour and distraction to help change subject and move forward.
- Separate the behaviour from the child.

### Level 2 Behaviours

Support now appropriate - when staff feel that the behaviour warrants a more 'official' or 'formal' intervention from another member of staff. This does not mean that the behavioural issue / consequence is now simply passed on to another person to deal with, but that another person becomes involved to support the carrying out of the consequence. Examples are throwing objects, some threats of violence, refusal to complete tasks.

### Suggested Consequences / Strategies:

Involvement of chosen member of staff

- Setting targets with an appropriate reward for achieving goal
- Child made aware that record of incident will be kept
- Child made aware that the Head teacher will be informed and that parents may be informed
- Making amends

- Contact with parents (always liaise with the head teacher in these circumstances)
- Task completion

### Reflective Exercise:

- Child debriefs which is part of the incident report
- The child is encouraged / required to reflect on their behaviour.
- The aim of a 'reflection' is to diminish the possibility of a recurrence of the behaviour and support the child in aiming for a positive outcome, for example learning a new coping strategy that is pro-social.
- This will involve 1:1 time with the staff member where the behaviour occurred, together with additional staff if appropriate at the time
- The discussion should take place as soon as reasonable after the inappropriate behaviour occurs
- The discussion would be better taking place in the child's own time (i.e. break or lunchtime) rather than in front of the 'audience' of the class group – although realistically this might not always be possible, there should be good reasons why the discussion took place in the lesson rather than 'a quick word' during lunch break etc
- The discussion should only take place if there is the realistic possibility of 'private' time for both child and staff member – allowing time and 'space' for discussion of what might have triggered the behaviour.
- Time taken to discuss and reflect on the behaviour should aim for a positive outcome (e.g. alternative strategies for dealing with the situation that triggered behaviour, discussion of particular anxieties that triggered the behaviour, possible difficulties with work and/or resources, possible difficulties with other children in the group)
- A debrief or meeting sheet should be kept with a copy of the incident report.
- It is imperative that 'visual conversation' techniques are used to assist the child to process the information if this is required to support understanding.
- A plan is put in place with the young person as the result of this exercise.

Some behaviours are level 3 or 4 regardless of circumstances as these behaviours represent a threat to the safety of others

### Level 3 Behaviours

- Deliberate disruption which may include absconding

- Physical attack
- Serious damage to property
- Racism
- Smoking on the school site
- Child has not responded to consequences from Levels 1 and 2 and persistent inappropriate/anti-social behaviours are now present.

#### Suggested Consequences:

Level 3 behaviours must be supported by incident report. All staff are responsible for contacting house staff/ parents & education staff about the incident and keeping them informed

- Strategy meeting of all relevant staff may occur with action plan
- Restricted activities
- Loss of privileges
- Formal involvement of Head teacher, parents/ carers, and LA
- Contact with parents/ carers and meeting if appropriate
- Modified timetable

#### Level 4 Behaviours

- Serious incident that will lead to outside agency involvement
- Head and LA fully involved with daily monitoring due to consistently serious anti-social/inappropriate behaviour from child
- Behaviours that are not manageable in a school environment.
- Serious physical attack on child or staff
- Under the influence of illegal substances

#### Suggested Consequences:

Level 4 behaviours must be supported by incident report. All key workers of the child or parents must be kept informed and involved. A focus meeting, team around the child (TAC) must take place involving all relevant staff

- Referred for formal meeting with Head or SLT, LA and parent and cares
- Behaviour contract, if considered to be appropriate and likely to be effective
- On report to Head or SMT- daily basis (a.m. / p.m.)
- Meeting with parent, child / LA and Head if appropriate
- Risk of fixed term exclusion made clear to child / parent / LA
- Potential for permanent exclusion made clear to child/ parent/ LA
- Police involvement

Punishments that are humiliating or degrading will not be used.  
The following consequences / punishments will *never* be used: -

- Corporal punishment. Please note that the use or the threat of the use of *Corporal Punishment* is prohibited under Section 131 of the School Standards and Framework 2019. The prohibition applies to all 'members of staff' including all those acting in loco parentis, such as unpaid, volunteer supervisors.
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink or enforced eating or drinking.
- Prevention of contact by telephone parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing
- Withholding of any aids or equipment needed by a child.

*Concerns about the welfare of colleagues or children should be communicated to the Headteacher immediately.*

*Remember, these guidelines will protect you, the children, and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and always adhere to them.*

#### Anti-Bullying

For information of how we deal with incidents of bullying, please see our anti-bullying policy and per on peer's abuse policies. If a case occurs of severe or persistent bullying, strong consequences such as exclusion will be implemented.

#### Managing Pupil Transition

We carefully manage the transition of our pupils throughout the school and the preparation for next step. A particular strength of our school is the relationship staff develop with the pupils. Because our staff team are in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each pupil moves through the school to ensure consistency in their behaviour management. This allows pupils to familiarise themselves with their new teacher in readiness for the next year group.

#### Educational Visits

The Head teacher may not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit may result in the pupil being sent home.

Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities)

Pupil's behaviour outside school or on educational visits and sports fixtures is subject to the school's behaviour policy. Negative behaviour in such circumstances will be dealt with as if it had taken place in school.

### Serious Misbehaviour: Recording Behavioural Incidents

The school keeps a variety of records of incidents of misbehaviour. The Headteacher keeps a record of any child who is excluded for a fixed-term, or permanently. It is the responsibility of the Proprietors, to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

### Reporting for pupils and parents or carers

#### Reporting recording and monitoring

- The overwhelming majority of behaviours are “in house” and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s)
- Challenging behaviours (behaviour of concerns) will be recorded using the incident recording systems or other data gathering methods to assist in monitoring behaviours, functional assessment, and ascertaining the effectiveness or otherwise of behavioural interventions.
- Where behaviours are recorded routinely, data should be monitored regularly to ascertain trends and patterns. Unexplained or sudden changes or increases in challenging or concerning behaviours should always be investigated.
- Regular reports on the incident data for services are made to the senior staff.
- All serious behavioural incidents should be reported to senior staff immediately.
- Results from behaviour recording or behavioural interventions are shared with parents and carers, and funding authorities where appropriate.
- Injuries or accidents arising from behavioural incidents must be recorded in accordance with the relevant policies.
- Every use of a restrictive physical intervention (RPI) arising from a behavioural incident must be recorded in accordance with the RPI policy and reported to Senior Leadership Team as soon as possible.
- In some cases, an individual may display behaviours that staff are not able to manage with the skills they have been taught or within the environment the person is living or accessing. In this situation it is essential that a review meeting is called with representation from the family, local authority, and school to review the support package and agree on future interventions.

- Serious or persistent violence and extreme anti-social behaviour – e.g. serious injury or damage - should, involve other relevant agencies and be discussed at a full case conference with an agreed recommendation for further action which will be passed to the Director of Education.
- Daily handovers; Social development; Rewarded via home link diaries
- Point scores
- Progress in class, Class records.
- Contact by key worker and tutor, Social development & progress in class
- Recorded in home link / telephone records, Termly Report
- Formative reports of academic achievement & behaviour; Sent home termly
- Annual Report; Summative report of academic achievement; Sent end of summer term
- Annual Review; Summative document recording progress against statement; Annual invitation to key people

#### Record of Serious Consequences Book

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Head teacher and entered and a report completed  
*Please refer to our Anti-Bullying Policy.*

#### Physical Restraint

In our school we fully comply with the principles of MAPA (management of actual or potential aggression.) This framework deals with the principles and practice of support given to the individuals in our care by our staff. It also outlines the legal requirements and the practical procedures that we undertake to ensure the safety of the individuals in our care, staff, directors, and visitors to our locations. Physical restraint is only used as a last resort and or focus is upon de-escalation and enabling our learners to learn how to self-regulate as a means to manage their own behaviours.

#### *Definition of Physical Interventions*

There are four broad categories of Physical Intervention.

1. Restraint: Defined as the positive application of force with the intention of overpowering a child. Practically, this means any measure or technique designed to completely restrict a child's mobility or prevent a child from leaving, for example:
  - Any technique which involves a child being held;
  - Any technique involving the child being held by two or more people;
  - Any technique involving a child being held by one person if the balance of power is so great that the child is

effectively overpowered; e.g. where a child under the age of ten is held firmly by an adult;

The significant distinction between the first category, **Restraint**, and the others (Holding, Touch and Presence), is that Restraint is defined as the positive application of force with the intention of overpowering a child. The intention is to overpower the child, completely restricting the child's mobility. The other categories of Physical Intervention provide the child with varying degrees of freedom and mobility;

1. Holding: This includes any measure or technique which involves the child being held firmly by one person, so long as the child retains a degree of mobility and can leave if determined enough;

1. Touching: This includes minimum contact in order to lead, guide, usher or block a child; applied in a manner which permits the child quite a lot of freedom and mobility;

1. Presence: A form of control using no contact, such as standing in front of a child or obstructing a doorway to negotiate with a child; but allowing the child the freedom to leave if they wish.

Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence and as a last resort. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head teacher and recorded in the child's personal file. The child's parents/carers/guardians are informed on the same day. Records are kept of when force is used, and parents are informed. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable.

MAPA's framework includes:

- Focuses on prevention, deceleration and avoidance.
- Addresses the risks of physical interventions.
- Teaches safe, non-harmful interventions.
- Offers proven post-incident strategies to prevent future crises.

This framework deals with the principles and practice of support given to the individuals in our care by our staff. It also outlines the legal requirements and the practical procedures that we undertake to ensure the safety of the individuals in our care, our staff, the directors, and visitors to our locations. Physical restraint is only used as a last resort. We focus upon de-escalation, enabling our learners to learn how to self-regulate as a means to manage their own behaviours.

Staff do not hit, push, slap, or assert themselves physically or emotionally on our children. Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headteacher and DSL and recorded in the child's personal file. The child's parents/carers/guardians are informed on the same day. Records are kept of when force is used and parents are informed. Guidance is given to all 'members

of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable. All staff, regardless of role, are MAPA trained; refresher training three yearly.

Monitoring Incidents, Use of Reasonable Force and Restraint.

All incidents of use of reasonable force and restraint are recorded and shared with relevant external professionals.

Records should:

- Be completed after everyone has recovered but within 24 hours
- Use the systems, structure and pro forma identified by Unique Care Group
- Be factual and objective
- Be signed and dated (electronically)
- Inform Person Centred Plans and Risk Assessments for relevance to strategies
- Debriefs will be held if anyone is injured, child or adult requests one.
- In all incidents of restraint the child should be given the opportunity to go through the incident with a staff member & keyworker.
- Restraints are monitored weekly by Head of Education/Senior Staff member and termly by the SLT.
- The LADO is consulted where the use of restraint becomes a concern.

A separate log of physical interventions is recorded which details:

- the type of restraint
- Who was involved in the restraint
- the reason(s) for the use of restraint
- where and when the restraint was used
- the length of the restraint
- the impact on the child, including any injuries,
- any risks to their physical or mental wellbeing
- the protected characteristics of the child (including age, sex, disability – broken down by impairment type – and race)
- the outcome of any incident review, including any measures that will be taken to avoid or minimise restraint and the risk of harm in future
- the pupil's involvement in the review,
- were the young person's social worker informed

All records are archived along with current policy and guidance.

Involvement of Pupils

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views to express those views. The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns.

Duties under the Equality Act 2010



In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and consequences including exclusions. The school will take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the pupil. Adjustments will be made according to the pupils' specific needs. All rewards and consequences must be applied fairly and consistently and in accordance with the School's Single Equalities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

#### Organisation and Facilities

We have a clear ethos and culture along within our environment which enable children to become as personally adequate, socially competent and as independent as their potential will allow. We also make clear the responsibility shared by all members of the school community to care for and protect facilities in or order to maintain a safe and positive learning and working environment.

#### Staff Development and Support

We support our staff in supporting children's behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

#### Support systems for pupils, parents, and other agencies

In our school we have set procedures for supporting children with their behaviour problems. We may implement an Individual Safety Support Plan behaviour plan for children with serious behaviour issues so that staff, parents/carers and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents/carers to provide additional support. Our school also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Further guidance:

DfE: Statutory guidance: Keeping children safe in education 2020

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges 2018

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

DfE: Searching, screening and confiscation at school

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

UKCCIS: Sexting

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

DfE: Preventing and Tackling Bullying 2017

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

DfE: Statutory guidance School exclusion

<https://www.gov.uk/government/publications/school-exclusion>

DfE: Relationship and Sex Education Current guidance July 2019

<https://www.gov.uk/government/publications/sex-and-relationship-education>

DfE: Behaviour and discipline in schools

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Policy Prepared/Reviewed By:	Signature	Date
Policy Approved By:	Signature	Date
Next Review Date:		
Interim Review Comments:		

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