

Behaviour Policy & Statement of Behaviour Principles



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This policy was created in December 2018 and ratified with the governors. It can be found on the school website, and a copy is available in the policy folder in the entrance hall.

It will be reviewed annually by the Headteacher and the governors.

'At Paces we promote good behaviour by creating a happy and stimulating school environment where everyone feels valued, respected and secure and are prepared for life outside school. Wellbeing is paramount. We believe that pupils want to behave well and can learn to improve their behaviour. Positive achievement and behaviour is a priority in order to raise self-esteem and ensure that pupils achieve their full potential. Praise and motivators are a fundamental feature of delivering a positive environment. No punishment is ever appropriate. Natural consequences and verbal reprimands are utilised when required and in these instances; it is always the behaviour that is criticised – never the pupil. All staff have a responsibility to manage behaviour and provide positive role models. We are committed to ensuring an effective partnership between school, parents and the community'.

1.Aims

This policy aims:

- to ensure that our expectations of good behaviour are clearly communicated in an appropriate way to pupils irrespective of race, creed or gender.
- to develop a consistent whole school approach for promoting good behaviour.
- to promote a calm, caring and stress-free school environment.
- to develop a sense of self-confidence, independence, self-discipline in our pupils.
- to implement procedures for the early identification of pupil difficulties and the provision of relevant support.
- to establish procedures which determine a clear and consistent approach to bullying, disruptive or unacceptable behaviour.
- to develop partnerships with parents and other relevant agencies to support the development of good behaviour in school.

2. Objectives

- to raise self-esteem and teach good behaviour through the organisation, content and delivery of the curriculum.
- to ensure a shared understanding of the principles of behaviour management and consistent school practice through a planned school development programme.
- to ensure that where necessary any pupil needing an Individual Behaviour Plan has adequate support and that staff and parents work together to develop effective strategies.
- to ensure that the development and progress of pupils with behavioural needs is regularly monitored and reviewed within class meetings and discussed with parents.
- to ensure that whole school provision is regularly monitored and that practice is consistent.
- to prevent or effectively manage incidents of bullying, sexism or racism if and when they occur.
- to ensure continuity and progression of the curriculum; to allow pupils to have responsibility for their own learning; to provide opportunities to exercise independence, self-discipline, respect and responsibility for others.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

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

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

4. Expected Good Behaviour in School

It is very important that we set clear limits about what is acceptable or unacceptable in school and that we put sanctions into force if a pupil is unable to cope with classroom life. With a quality curriculum, warmth, approval and firmness most pupils will succeed. If they are not succeeding the following strategies may help.

Each class will have an individual set of rules for good behaviour, which they will have formulated together at the beginning of each school year. They will have their own reward system for the pupils.

It is very important for the teacher to show warmth and approval to pupils so that they have a pattern of caring to model themselves on.

5. Positive Behaviour Strategies

- Always look for the good in pupils
- Try to praise and encourage as much as possible
- Be specific about praise; say exactly why you are pleased with the pupil, so that they can repeat their good behaviour
- Address 'low grade' inappropriate behaviour by praising the appropriate behaviour that a nearby pupil is displaying
- Have high expectations and communicate them to the pupil
- Be consistent and fair
- Try to put a pupil's behaviour into a wider perspective
- Use 'I' statements, not 'you' statements
- Direct pupils' behaviour positively; 'Do this,' rather than 'Don't do that'.
- Avoid confrontation where possible; negotiate and divert a pupil's attention

- Give pupils eye contact when you are speaking to them and use body language that reinforces what you are telling them
- Use your sense of humour to cajole and persuade
- Tell pupils explicitly how you are expecting them to behave; set boundaries and explain consequences clearly at the start
- Always end the day on a positive note and start the next day a fresh.

6. Rewards

Many of the activities at school are highly rewarding to the pupils and they will serve as motivators for considerable lengths of time. There are however a wide range of other types of rewards available for motivating pupils further and more importantly for establishing trusting relationships between them and staff. There can never be too many of these!

Examples include:

- Social rewards such as smiles and thumbs up
- Praise including signing, symbols and songs
- Symbolic rewards such as stickers, certificates, class. Where possible awards should be given immediately.
- Notes to parents or messages on voice output switches
- Special activities such as a favourite game
- Special responsibilities.
- Individual classes have a cumulative reward system, whereby pupils can work towards reaching the moon, or building a picture etc. When they reach the end goal they can choose a reward from the prize box.

Rewards should be given consistently by all members of staff. Celebration of achievement and effort is acknowledged at the end of all lessons and activities

7. Natural consequences/Sanctions

In the event that a pupil demonstrates inappropriate behaviour strategies include:

- Praise students nearby showing appropriate behaviour
- Verbal reprimand and expression of disapproval (firm disapproval – not shouting)
- Ignoring a pupil who is demonstrating inappropriate behaviour
- A quiet reminder of expected behaviour
- Natural consequences must not interfere with the basic human rights of a pupil (see appendix 1)
- If a pupil is disrupting an activity, then it might be appropriate for that pupil to be withdrawn for a short period. During such times, the pupil must be supervised and must be offered ample opportunities to re-join the activity as soon as possible
- A pupil's behaviour which might harm or hurt another pupil must be tackled immediately. The pupil(s) in danger of being harmed is moved away. Please see 'Restrictive Physical Intervention' section

- Seek support from other members of staff within school, i.e. the Headteacher or a member of the Senior Leadership team
- Follow steps on a pupils Individual Behaviour Plan with regards to consequences and sanctions.

No other sanction should be administered to pupils.

We never use the following:-

- Corporal punishment – it is illegal
- Any withdrawal of a pupil's primary care, for instance refusing to give someone a dinner

8. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

9. Roles and responsibilities

9.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

9.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1).

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The headteacher will ensure that staff are in receipt of appropriate training relating to positive handling and managing behaviour effectively.

9.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Writing, reviewing, sharing and implementing individual pupil behaviour plans

- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils. This could involve writing Individual Behaviour Plans for specific pupils and implementing strategies to promote and encourage positive behaviours.

- Adhering to working practices following formal teaching i.e. Team Teach.

- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

9.4 Parents

Parents are expected to:

- Inform the school of any changes in circumstances that may affect their pupil's behaviour

- Discuss any behavioural concerns with the class teacher promptly

10. Off-site behaviour

The same high level of behaviour is expected of the pupils when they are off-site. Positive behaviour strategies and rewards are used to ensure that this process is facilitated.

11. Behaviour management

11.1 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder

- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment

- Be recorded and reported to parents (see appendix 3 for a behaviour log)

11.2 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's senior leadership team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that pupil. We will work with parents to create the plan and review it on a regular basis.

Where a pupil has an Individual Behaviour Plan, Senior Leaders will monitor the impact of the strategies involved in this plan with staff teams on a half termly basis. A review of any behaviour logs associated with this pupil will form part of this process. The staff team will then decide if any changes are required. This process will generally occur in Teachers' meetings or class team meetings.

10. Exclusion

In the unlikely circumstance where it is thought that the pupil has the ability to knowingly understand that they have exhibited inappropriate behaviour then, direct action would be taken

in the form of sanctions which would involve parents/carers and could in the most serious of circumstances involve exclusion. There would be as follow:

1. 1 full day exclusion. On this day a meeting would be held with parents/carers to define and discuss the problem and agree an action plan for positive behaviour intervention.
2. If problems continued to arise following the Positive Behaviour Intervention Programme then the exclusion period would increase to 2 days and continue to do so until the maximum of a 5 day exclusion was reached.
3. Communication with parents would be continuous throughout this process and advice from external professionals sought if the above 2 steps did not resolve the inappropriate behaviours.

11. Training

Our staff are provided with training on managing behaviour as part of their induction process. Key members of staff will receive training in positive handling and will be available to deal with any situations that could arise across the school.

Behaviour management will also form part of continuing professional development.

One teacher has now completed Team Teach train the trainer course and delivers Level 1 Team Teach training to small groups of staff across the school year. This equips individuals with simple de-escalation strategies and basic positive handling techniques to deal with challenging behaviour and encourage positive relationships within their working environment. This training will be renewed every 36 months. SLT and a small number of key staff have completed Team Teach Level 2 training, delivered by a member of the Fusion team linked to Talbot Special School. Training records of those members of staff who have completed this training are kept in the school office.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body on an annual basis. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body on an annual basis.

13. Links with other policies

This behaviour policy is linked to the following policies:

Safeguarding policy

Antibullying policy

Moving and Handling policy

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards and sanctions are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Appendix 2: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	

People informed of the incident (staff, governors, parents, police):

Appendix Three:

Physical interventions that may form part of a daily learning programme.

This includes: Manual facilitation across the day

- Paces School delivers the curriculum using the principles of Conductive Education. All pupils take part in a variety of physical programmes and are taught in a holistic manner (multi-disciplinary teams working together). During the lessons and programmes pupils are likely to need varying degrees of support from staff. Support includes hand over hand facilitation.
- When pupils are placed in wheelchairs, on the toilet or in supported seating it is necessary for staff to manually facilitate. The specifics of how each pupil is seated are recorded in the individual pupil records.

Task Series.

- The majority of pupils take part in the task series each morning. This may be carried out in lying position or standing position, in all cases some manual facilitation will be necessary. This facilitation will always be kept to the minimum possible level and pupils will be encouraged to participate as actively as possible.
- Facilitation is provided in order to keep the pupil in a secure and safe position (e.g. to prevent falling from a stool or a plinth) or after the pupil has initiated a movement which he / she can then not complete independently.
- Facilitation is also necessary in order to achieve and maintain postures that are beneficial to the pupil.
- During the Task Series facilitation will often consist of encouraging the pupils to carry out movements or maintain positions which are different from those they would carry out naturally.

Passive Stretching

- The majority of pupils need to have passive stretches in the morning. This is a series of physical movements carried out on the pupil by a member of staff to stretch the muscles and loosen them ready for activity throughout the day.
- These passive movements are carried out in groups and are specified by the physiotherapists. They are recorded in each pupil's physical management programme.

Accessing the toilet

- Pupils may use supported seating on toilets to give them maximum possible independence and safety. In this way they are able to have some privacy when going to the toilet.

- Pupils will need support in getting on and off these toilets. This is done with regards to safe manual handling procedures. Pupils will be told what is happening and will be handled with dignity. Some pupils (including younger ones on potties) will need manual facilitation when on the toilet / potty in order to prevent falling and to maintain correct procedures. This facilitation will be issued at shoulders, hips or knees as necessary.

Mobility

- Pupils are encouraged to be as independent and active in mobility as possible. In order to do this they are given opportunities to move in a variety of ways at different times during the day. For example, they may use an electric wheelchair sometimes and at other times takes a few steps, holding onto a ladder and receiving facilitation from one or two members of staff.
- When stepping pupils may need facilitation at hips, between their knees, at their shoulders and / or at their elbows. The minimal possible facilitation will be used.
 - Pupils may choose to do some mobility activities on the floor, rolling, crawling and / or pulling themselves along. If facilitation is necessary for these activities it will often be at the hips, knees and / or elbows.

Supported Seating and the Use of Splints

- Pupils are encouraged to sit as independently and as actively as possible. However, some pupils need to be in supported seating for at least some elements of the day. Some will also wear leg and / or arm splints to help them achieve extended limbs, maintain a safe grasp and keep themselves successfully supported in sitting. These are not to be used for purpose of restraint.
- Arm and leg splints are only used to encourage, increase and aid extended arm and / or leg positions. This decision is made under guidance from the physiotherapists.
- Supported seating is used with the minimal possible number of straps. When and how the pupil will use this method of seating is recorded in the individual moving and handling plans.

Mealtimes

- At mealtimes pupils are learning how to be as independent as possible but may need some assistance. Each pupil has an individual meal-time plan that outlines specific details of the mealtime routine. It is the responsibility of the class team to update these checklists.
- Pupils will be seated so that they can be as independent as possible at mealtimes. This may involve supported seating or the use of an arm splint in some cases.
- Pupils are encouraged to assist with their eating. Therefore, they will often hold the spoon with a member of staff's hand over theirs to help maintain the grasp and guide the spoon. However, it is the pupil that initiated the movement of the spoon and the member of staff responds to this. In this way the pupil dictates when and how much food is wanted.
- Drinking is carried out in the same way as eating, with the minimal possible amount facilitation.

