



Title:	Behaviour Policy
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EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics, and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

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Mission Statement

'We as a staff aim to ensure that every child and situation is dealt with in a fair, compassionate, safe and dignified way. Our aim is to teach children to manage themselves through positive behaviour support.'

Introduction

Pupils who are able to develop and maintain positive behaviour patterns are more likely to lead happy and fulfilling lives during their time with us and then beyond into adult life.

Pupils in all educational settings develop patterns of behaviour that reflect the environment they are learning in. It is therefore our moral obligation to create and maintain a positive, well-ordered and respectful learning environment in which our pupils can grow and develop.

The following policy provides clear guidance and instruction on the methods by which our school community can promote positive behaviour in our students through the principles and practical application of behaviour support. Supporting positive behaviour is fundamental to each student's well-being and safety. Therefore, the wilful contravention of any aspect of this policy could result in disciplinary procedures being brought into force.

At Astley Park School, we believe that the pupil is paramount in all respects. Approaches to behaviour are entirely dependent on the prevailing ethos of the school and it is therefore critical that the pupil is placed at the centre of all considerations related to behaviour. Because of this, we believe that behaviour support represents an ethically compatible approach to addressing student behaviour within the context of our school.

Our practice in supporting pupil behaviour is governed by the maxim.

'Positive approaches to promote positive behaviour'.

and this philosophy is expected to underpin all our actions, words and attitudes towards all pupils at all times.

Just as we might support a pupil in the acquisition of any academic skills, so too there is a need to support each pupil in the development of behaviour which is

- functional
- socially acceptable
- effective
- dignified and
- respectful of others

An understanding of learning disability compels us to proactively engage each pupil in the development of these skills whilst respecting at all times the

individuality of each person, their rights and their needs. With this in mind, our primary objectives in this domain are:

Objectives

1. To increase each pupil's self-esteem, sense of worth and awareness of their value to others.
2. To enable each pupil to demonstrably value all members of the school community, their local community and the world beyond.
3. To maximise each pupil's capacity to regulate and manage their own behaviour across a broad range of social and academic settings proactively and positively.
4. To build each pupil's resilience to a variety of challenging circumstances empowering them to behave in mature and appropriate ways.
5. To develop the school's capacity to support all pupils in the acquisition of the skills, knowledge and understanding that will enable them to be socially well adjusted and lead happy and fulfilling lives.
6. Ensure regular attendance.

Understanding complex and challenging behaviour

Human behaviour is an infinitely complex and enigmatic phenomenon. Understanding behaviour is fraught with problems, contradictions, and dilemmas and yet remains fascinating and is crucial in the development of supportive behaviour strategies. At Astley Park School we believe that all voluntary behaviour relates to having needs met, that it is functional and serves an identifiable purpose. Some of our pupils display challenging behaviour as a response to the complex pattern of needs their learning difficulties cause. These problems may be compounded by additional difficulties including mental health problems, social deprivation and complex medical conditions requiring strategies which are informed by an extensive understanding of challenging behaviour.

In attempting to modify behaviour we must first examine the motives behind the behaviour and identify the area of need which the behaviour is serving. In order to structure this investigation a thorough **functional analysis** needs to be completed. Following this process, strategies which directly address the behaviour can be developed. Effective strategies in addressing challenging behaviour are characterised by:

- thorough functional analysis of the behaviour
- accurate identification of the behaviour to be addressed.
- appropriate realistic interventions
- clear objectives for outcomes
- consistency in applying the strategy.
- review and evaluation

Such strategies require

- close collaboration between everyone involved in the pupil's life

- non-judgemental working relationships
- honesty
- adequate resources

It is only by developing a coherent and credible understanding of the behaviour patterns a pupil exhibits that we will be able to address those aspects of the pupil's behaviour which are inappropriate. Analysis, planning and reflection need to be formalised and embedded in the practice of the school.

Creating Supportive Environments

Our first obligation as educators is to create a welcoming, supportive and enjoyable environment for our pupils to learn in. Our care and affection for each pupil should be explicit and constantly reinforced through our actions, words and attitudes. Our pupils need to feel good about themselves, good about their peers and good about the staff team. In order to achieve this all members of staff are committed to observing the following key principles.

Ten Key Principles

1. **Be positive** – in all your interactions with pupils. Comment on the positive things pupils do; expect the best and you will get it. Avoid negative language around negative behaviour; it will only reinforce it. Do not shout at pupils; its effect is temporary at best and abusive at worst. Reprimands should be delivered in a planned and considered manner with respect for the pupil's dignity.
2. **Remain consistent** – be the stability that many of our pupils crave. Be predictable and reliable adhering to the same approaches and routines.
3. **Strive to understand more** – analyse behaviour and study its affect. Ask why things happen, seek solutions.
4. **Stay calm** – in difficult situations, don't become part of the problem by losing control. Become part of the solution by remaining clear headed and rational.
5. **Work together** – no one person has all the answers. Present a coherent and united front at all times. The students will respond to this.
6. **Seek advice and support** – the best educators exercise humility. Be comfortable about talking things through with others; it is expected of you and will help you succeed.
7. **Celebrate achievement** – surround your pupils with the sweet sound of success. It's contagious!
8. **Support your colleagues** – trust the professionalism and judgement of others. Do not contradict another member of staff in front of pupils or colleagues. If you are not sure of something they are doing, ask them about it later in private.
9. **Respect confidentiality** – be sensitive to the sensitivity of the work we do. You must not discuss any incident you witness unless it is for the tangible benefit of the pupil.
10. **Plan strategically** – be prepared to wait for success. Think about the long-term benefits and not the short-term gains.

All members of staff are required to abide by these key principles at all times and to encourage and support their colleagues in upholding these fundamental elements of behaviour support.

- optimally stimulating
- sufficiently resourced

A constant evaluation of both the supportive and functional environment is required in order to ensure that as pupils develop the environment evolves accordingly. The school's Leadership Team and Governing Body are responsible for determining that resources are available in order to ensure the environment is both supportive and functional.

Working with Families and Other Agencies

It is imperative that the school works closely with each pupil's parents or carers to evolve effective strategies in order to support students across a range of contexts. Constant liaison and collaboration are required in order to develop consistent approaches that enable the pupils to generalise appropriate learning and in order to support both families and professionals in their work with the pupil.

The school will actively engage other agencies and professionals where it is considered by the school and the pupil's parents or carers that this action is in the best interests of the student. The school will offer and seek support in the development of practice which is of benefit to the pupil or the pupil's family.

Supporting Staff

Working with pupils and families in developing positive and appropriate behaviour requires great skill and dedication. At Astley Park School we are committed to supporting staff in this highly demanding work by:

- Providing training in the use of appropriate strategies and interventions which are guided by the principles of Team Teach.
- Offering pastoral support from a member of the Leadership Team to all members of staff whenever requested
- Developing Learner Support Plans for pupils in order to address challenging behaviour.
- Dedicating time in weekly briefings to the discussion of issues related to behaviour support.
- Weekly monitoring of Incidents
- De-briefing sessions following stressful or serious incidents.

The effectiveness of any strategy is dependent upon the skills and commitment of the people engaged in that strategy. It is vital that staff feel equipped, both emotionally and technically, to address this crucial area of their work and it is therefore an obligation upon the school to support and encourage colleagues at all times.

Behaviour support must focus on the needs of the pupils, recognise the difficulties that pupils may face and offer positive approaches to support positive

behaviour. It must never be punitive, aversive, threatening or compromise the rights of the pupil. Where staff feel that approaches are in any way illegal or inappropriate, they are obliged to report this immediately to the Headteacher, Chair of Governors or Local Authority in accordance with the school's safeguarding procedures.

Learner Support Plans (see appendix A)

Building on the principles identified above, the Learner Support Plan (LSP) provides a planned and consistent framework which addresses behaviour that is not sufficiently addressed through the standard principles of good classroom practice and common sense. An LSP must be introduced for a student if there is.

- an awareness of behaviour which is likely to endanger the pupil, his peers or colleagues working with the pupil.
- a prolonged period of disturbed or challenging behaviour
- persistent concerns related to a pupil's wellbeing or health.

LSPs may be written by the pupil's class teacher and must be shared with the pupil's parents or carers and approved by the Behaviour Manager. It is considered good practice that everybody working or living with the student will have been consulted during the design of the plan. LSP's should be reviewed on an on-going basis.

All LSP's will follow the same proactive strategies. This will enable a whole school consistent approach to behaviour support.

Rewards, consequences and support

Where appropriate, token and reward systems are extremely effective motivators in the development of positive behaviour. People respond positively to praise and encouragement and look forward to rewarding experiences offered as a consequence of appropriate behaviour. An important indicator of the ethos which pervades the school is the use of praise and encouragement with pupils as we seek to develop their confidence and self-esteem. For some pupils, the intrinsic value of praise is insufficient and further rewards might be necessary such as access to favoured activities. Where this is the case, these motivators can be offered to the pupil alongside praise.

We seek to reward pupils for their efforts, good behaviour, achievements and hard work in a variety of ways. Incentive schemes are in place to recognise attendance and achievements. Rewards motivate and help pupils to see that good behaviour is valued.

These include:

- Verbal praise
- Class Star of the week certificates and awards
- Stickers, reward charts, special mentions and prizes
- School visits
- Annual open day awards
- Letters/notes home in home/school diaries to parents/carers

- Attendance certificates and prizes
- Golden Tickets accrued weekly for a Half Termly reward visit.

Attendance Rewards – Attendance is recognised as a vital part of a pupil's education. We reward improved attendance with individual and class certificates.

Celebration Assemblies – A celebration assembly is held every Friday in recognition of a wide variety of pupil achievements, both in and outside of school.

School actions when expectations are not met

Within the school day there are a number of situations, which may occur that require different levels of intervention. The school is committed to ensuring that the way it reacts to such situations is consistent whilst also dealing with each incident individually and to take all circumstances into consideration. Consequences will be applied when inappropriate behaviour occurs.

As a rule, pupils do not respond in a positive way to being shouted at by an adult and will either become extremely distressed or over-stimulated and likely to behave inappropriately. Similarly, other pupils in the vicinity may become distressed or overstimulated by shouting causing difficulties to escalate. Where it is felt that a reprimand is necessary and will be effective, this should be delivered in a calm and quiet manner in such a way as not to provoke further inappropriate behaviour or trigger inappropriate behaviour in other students.

Consequences

Rewards are central to the encouragement of good behaviour, but realistically there is a need for consequences to register the disapproval of unacceptable behaviour.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- Group consequences should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major incidents.
- The focus should be on the behaviour not the pupil.

Consequences could range from expressions of disapproval, withdrawal of privileges, loss of break times, phone calls home to parents/carers to discuss behaviour, referral to the Pupil/ Parent Support Manager, Deputy Head or the Headteacher, letters to parents/carers, internal exclusions, fixed term exclusions and ultimately in the last resort permanent exclusion (following the LEA guidelines).

Classroom logs (see appendix B)

If staff feel pupil's behaviour is becoming a concern they will complete a classroom behaviour log. This is a weekly breakdown of 15-minute sessions where staff will record unacceptable behaviour. This is collected at the end of

each week and monitored by the Pupil/ Parent Support Manager and class team. This information can then be used to identify any patterns or specific times in a day when incidents are occurring.

Critical Incidents

In more serious situations, when concerns are persistent or when a serious incident has occurred for example physical violence towards staff or pupils, intentional damage to property, Homophobic/Racist incidents, Online bullying or leaving the school building a range of more serious consequences may be applied and Parents/Carers will be informed, staff will also complete a Critical Incident Log using CPOMS. If a serious incident occurs the consequences may be:

- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

Child on Child abuse

Astley Park has a zero tolerance approach to abuse, including child on child abuse.

Astley Park School will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.

Any allegations of child on child abuse must be raised immediately to the SLT & DSL.

SLT and the DSL will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children

- is the incident a one -off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

Following a report of **sexual violence** , the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly
- Refer to Guidance in Keeping Children Safe in Education Sept 2022, Part 5.

If following an investigation, a serious incident has occurred, the headteacher may take any of the following action as deemed necessary:

- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

Internal Exclusion

Pupils who receive an internal exclusion will spend time working out of class on their own.

Time will be spent at break times with the Pupil/ Parent Support Manager looking at strategies for understanding feelings and making the right choices.

Fixed Term Exclusion

The school will try whenever possible to keep the number of days a pupil is excluded to a minimum. In most cases exclusions of 1-3 days are appropriate. In some serious cases a longer exclusion may be imposed or an initial period of exclusion set, pending the outcome of an investigation. The Headteacher may exclude a pupil for a fixed term of up to 45 days in an academic year. Where exclusion exceeds five days, the school will arrange for work to be sent home for the pupil to complete.

Whenever a pupil is excluded, it is helpful for the school, pupil and parents/carers to discuss the issues with the school. In most cases the parents/carers and pupil will be invited into school to attend a re-admission meeting.

Permanent Exclusion

This is the final sanction when the school has exhausted all means at its disposal to help a pupil with their behaviour. The school must be convinced that to keep a student on-roll would seriously impair the education and/or safety of other pupils. There are also rare cases when a single incident may cause the Headteacher to recommend permanent exclusion to the Governing Body.

Policy for care and control of pupils (please refer to full document for more details) Intervention

As part of the duty of care it is often necessary to intervene in difficult incidents. Where possible, such intervention should be planned, co-ordinated and guided by the principles and practices of Team Teach. However, at times, staff may have to react spontaneously to situations and at these times all parties are vulnerable. In order to minimise the risk to everyone the following principles must be adhered to during **unplanned interventions**

- the student's safety and that of other students is of paramount importance.
- staff should take every precaution to avoid being left alone.
- if isolated, seek support as soon as is reasonably possible.
- return to familiar and established practice as soon as the situation is stabilised.
- report and record the incident in its entirety as soon as possible.

On rare occasions that it may be necessary for staff to intervene physically to control or restrain a pupil.

Staff would only intervene and use reasonable force when:

- Pupils may injure themselves or others
- Where the behaviour is prejudicial to maintaining good order and discipline in school or among other pupils
- When an action occurs on school premises or during an authorised activity off premises where pupils may be causing damage to property.

Again, such intervention should be planned, co-ordinated and recognised as an intervention approved by Team Teach. However, if a crisis occurs, staff may have to act rapidly and without recourse to recognised techniques. In these circumstances the following principles must be adhered to:

- there is an absolute necessity to engage in physical restraint.
- intervention ceases as soon as is reasonably possible.
- avoid being left alone.
- if isolated, seek support as soon as is reasonably possible.
- return to familiar and established practice as soon as the situation is stabilised.
- report and record the incident in its entirety as soon as possible.

In order to safeguard both pupils and themselves all staff must make sure they are aware of the details of this policy.

All staff should be familiar with the following definitions:

- Physical Contact: Situations in which proper contact occurs between staff and pupils e.g., in the care of pupils in P.E or to comfort pupils.
- Physical Intervention: This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

- **Physical Control / Restraint:** This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded.

In any instance the use of Physical control/Restraint needs to be recorded on the RF1 form and attached to CPOMS and the Pupil/ Parent Support Manager alerted.

In the event of a member of staff being unsure of the categorisation of any incident then advice must be sought from the Deputy Head or Pupil/ Parent Support Manager as soon as possible after the incident has occurred.

The use of reasonable force is very much a last resort and will only be used when all alternatives have been tried and have failed. Staff will use their skill and experience to avoid such situations occurring and will act in a professional way, seeking to maintain the dignity and integrity of pupils in their care.

Anti-bullying Policy – (Please refer to the full document for more detail)

Any incident of bullying should be dealt with immediately by the member of staff that is made aware. The Pupil/ Parent Support Manager, Head or Deputy should be informed and will make the judgement as to whether the parents/carers should be contacted.

Online Safety Policy - (Please refer to the full document for more detail)

Any incident of Online Safety, within school or which takes place beyond school, should be dealt with immediately by the member of staff that is made aware. The DSL, Pupil/ Parent Support Manager, Head or Deputy should be informed and will make the judgement as to whether the parents/carers should be contacted. Staff will complete the relevant CPOMS log to reflect the nature of the incident.

Online safety is mapped throughout the curriculum as a focus in all subjects. Pupils are encouraged to talk about online safety and the experiences they have using social networking sites.

Strategies are regularly reviewed in the light of current practice and changes in technology.

Support Systems

Additional support systems for the pupils may include:

Whole School Pro-Active strategies

Each class will display a visual tracking system to structure lessons (lesson started, lesson on-going, lesson finished). Common language will be used throughout school encouraging the pupils to make a 'Good choice' rather than a 'Bad choice'.

Staff will teach the pupils the 'Stop' and 'Go' strategy withdrawing the use of language when a pupil is showing the signs of distress, anxiety or agitation.

Lots of support will be provided during unstructured activities such as golden time and break times; this will support the pupils to make good choices.

Risk Management Plans

A Risk Management Plan is put into place to highlight times in a school day that a pupil will need 1:1 support. This maybe for the safety of other pupils in school or to keep the pupil themselves safe. A member of school staff will be named on the plan to ensure these times are supported. Staff in school need to be aware of these plans and which pupils have one. These plans are reviewed with the Head, Pupil/ Parent Manager, Teacher, pupil and parent/carers every term.

Restorative Approaches

The school follows a Restorative Approach to behaviour. This involves supporting pupils in reparative actions, making the right choice and putting things right. Staff receive regular training in this approach.

Check in time with the Pupil/ Parent Support Manager - Pupils who need support with their behaviour have the opportunity to meet with the Pupil/ Parent Manager if and when necessary. Time can be spent discussing any issues or problems pupils may be having.

Work can also be done on individual anger management programmes.

Sensory Diets

Sensory diets are incorporated into the curriculum for identified pupils; this allows pupils the opportunity to regulate their sensory needs therefore improving their own behaviour.

Duty of Care

As people employed in the education of students, the staff at Astley Park School are all subject to a duty of care for the students at the school. People who have a duty of care are obliged to ensure that they take reasonable care to avoid acts or omissions which are likely to cause harm to another person. In the context of Astley Park School, this requires members of staff to be.

- proactive in supporting students' positive behaviour.
- vigilant in their care of students
- aware of current developments in safeguarding policies
- accountable for all the actions they take.

Staff requiring further guidance in this area are encouraged to seek advice, guidance and support from the LMT.

Recording and Reporting Incidents

The recording and reporting of incidents is a crucial component of behaviour support at Astley Park School. The processes of recording and reporting ensure that.

- safeguarding students remains paramount.
- episodes of challenging behaviour are being closely monitored.
- the action taken by members of staff is accounted for.
- practice in the school is transparent to outside agencies.
- procedures can be evaluated from an evidence base.

The importance of recording and reporting incidents must be emphasised as these processes serve to protect students from abuse and members of staff from inaccurate allegations of impropriety.

An incident is defined as an event or episode in which.

- a person is harmed or endangered.
- there is clear evidence that a student has been injured.
- a student displays behaviour which is outside the expected pattern of behaviour associated with that student.
- a significant degree of damage is caused to property.

Conclusion

Behaviour support is a complex and problematic topic and guidance within this field needs to be continuously evaluated and critically appraised. This policy reflects the school's ethos and practice in this area and should be considered in conjunction with all of Astley Park Schools Policies.

Astley Park School Learner Support Plan

Name:	Class:	Programme:	Date:
Behaviour:			
Function: Objective:			
Proactive Strategies	Active Strategies	Reactive Strategies	
Language <ul style="list-style-type: none"> • Keep language simple and specific context • Gain attention first before speaking to him/her by firstly saying his/her name • Give plenty of time to respond • Use whole school common language 'Good choice' and 'Bad choice' Visuals <ul style="list-style-type: none"> • Maintain a structured and meaningful routine throughout the day through the use of a visual schedule. • 2 symbols: Now/ Next or Work time/Break time • Use Visual signs 'Look' and 'Listen' Communication <ul style="list-style-type: none"> • Use simple sentences 			

<ul style="list-style-type: none"> • Use signs and symbols where appropriate • Use CIP where appropriate <p>Transitions and Time managers</p> <ul style="list-style-type: none"> • Use of traffic lights to structure lessons • Use of timers in class • Use of visual timetables • Use of tactile toys <p>Rewards and Motivators</p> <ul style="list-style-type: none"> • Verbal Praise • Staff positive attention • Stickers • Responsibilities • Certificates • Free choice • Positive phone calls home <p>Things to avoid</p> <ul style="list-style-type: none"> • Change of routine without plenty of notice • Raised voices • Too much language • Body language (remember your calm stance) 		
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Appendix B

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