

Title:	Behaviour Policy
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Author / Role	Miss Della Fera, Pupil Support Lead
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Next Review Required	4 February 2027

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.

Mission Statement

'We, as 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.

1. Policy statement

We at Astley Park School believe that the adult/young person relationship is vital when developing the young person's social and emotional skills, which are essential for life and learning. We strive to demonstrate a relational approach to support social and emotional development and behaviour based on the following six principles:

- We understand that behaviour communicates unmet needs, and we can separate the child/young person from their behaviour.
- We understand that each developmental stage has a range of typical behaviours, which provides opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
- We encourage children/young people at our setting to become accountable for their actions and realise the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that we are the adults, and the children/young people are still growing, learning and developing.
- We seek to restore relationships and change behaviours rather than punish the actions a child/young person may have taken. Although this does not exclude the use of consequences, staff use consistent and attuned responses that help pupils understand the impact of their behaviour, repair relationships and develop self-regulation.

2. Policy aims

- To share the approach the school takes to promote good behaviour and relationships, ensuring that children and young people are in a calm, safe and supportive environment
- To share how the school community is committed to promoting and supporting positive behaviour and relationships across the school
- To provide guidance to staff in their role of supporting positive behaviour and relationships
- To provide information on what support and training opportunities are on offer for staff, parents and carers.

3. Whole-school approach to supporting pupils

We ensure that our school has a culture, ethos and practice that strengthens relational approaches and inclusion, recognising the importance of psychological safety. Our

school implements Thrive – a trauma-informed whole-school approach to improving the mental health and wellbeing of children and young people.

Our school embeds Thrive into our curriculum where children and young people are taught to:

- develop their stress-regulation system
- recognise and verbalise a range of feelings and emotions
- build their emotional resilience so they can effectively manage stress
- keep themselves safe
- develop healthy coping strategies and regulation skills.

All staff are committed to supporting and promoting positive behaviour and healthy relationships. All staff will:

- take the time to recognise and record positive behaviours and attitudes and reward success
- try to catch children and young people doing the right thing and enhance this
- engage in establishing the non-negotiable and negotiable rules at the start of the academic year, and revisiting these regularly and at least half-termly
- focus on the values, rights and responsibilities of the school when establishing boundaries with children and young people
- remind children and young people that their actions impact on others and that they have a responsibility to safeguard others' rights
- seek both resolution and learning when dealing with incidents
- consider how our actions and words help and give children/young people time and space to resolve the situation
- keep in mind that children and young people benefit from a clear structure (containment) within which to learn
- use consequences only as a form of appropriate, proportionate and positive intervention
- keep in mind that any consequences used is to resolve rather than escalate a situation while preserving the dignity of all involved.
- keep in mind that consequences must be applied compassionately in a fair and consistent way. Alongside the above, we also use the stance of PACE and the communication skills of the Vital Relational Functions (VRFs) to support children and young people.

PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with children to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills. PACE stands for:

- Playfulness – sensitive and appropriate playfulness helps the child feel safe and promotes positivity
- Acceptance – unconditionally accepting the child makes them feel safe, secure and loved
- Curiosity – genuine and non-judgemental interest in the child helps them become aware of their inner life
- Empathy– demonstrating compassion for the child and their feelings supports the child's sense of self-worth

The VRFs represent the key techniques that we consciously apply in relationship. The VRFs include:

- Attunement – matching the energy of the child with non-verbal, prosodic, energetic and behavioural communication
- Validation – acknowledging the validity of the child's feelings and experiences
- Containment – predictability, routine and experiencing safety and security, both relationally and environmentally
- Regulation – transforms what was too much to bear alone into an experience that can be tolerated together.

4. Positive rewards

To promote intrinsic motivation, rewards will be given for the process of learning (behaviours for learning) rather than the output of an activity (which may promote extrinsic motivation). These include:

- certificates or positive messages to be taken home
- weekly celebration assemblies
- stickers
- class point systems/star charts
- phone calls home
- headteacher's lunches

5. Responses/consequences

When an incident occurs, we understand that this will cause a rupture in relationships and we seek to repair this rupture. We describe the behaviour as 'distressed' rather than 'challenging' because we understand that the behaviour is communicating a level of need within the child/young person.

We support and encourage the children/young people to be accountable for their actions, enabling them to develop skills to change their behaviour rather than to punish the actions taken by the child. Some of the ways we support this are:

- Help to rectify something they have done – for example, help to tidy up the mess they have made, turn the chairs back up if they have been tipped over, etc.
- Use consequences to help the pupil and others learn from mistakes and recognise how they can improve behaviour.
- Use the Thrive assessment tool to help gain a better understanding of the child or young person's social and emotional needs.
- Hold Thrive one-to-one or group sessions to help promote positive behaviour and develop regulation techniques.

Explain/list inappropriate consequences to support staff understanding, for example:

- ridiculing
- the use of sarcasm or making remarks likely to undermine a child's self-confidence
- public or private humiliation
- applying sanctions to whole groups or classes in cases of individual or small-group wrongdoing
- consistently denying a child access to a particular part of the curriculum.

6. Partnership with parents and carers

At Astley Park School, we work as a team to support the children/young people in our setting as they grow and develop socially and emotionally. We actively promote a partnership with parents/carers and other agencies, where appropriate. We believe that clear and open communication is key to ensure that we all work together as a team to meet the needs of the child/young person. We make sure parents/carers are supported to understand and help children/young people to be accountable for their actions. We encourage celebrating the positives and develop skills to change unacceptable behaviour rather than punish the actions taken by the child."

Our school is committed to supporting parents, carers and families with their child or young person's behaviour. We aim to do this by:

- using our online communication platform to update parents and carers with messages and news, throughout the week
- encouraging parents and carers to inform the school if they have any concerns regarding their, or another child's, behaviour
- discussing any behaviour concerns we have with parents and carers
- keeping parents and carers well-informed regarding where they can seek support through the school website, social media pages, letters home, etc
- providing Thrive home action plans so that parents and carers can support their child/young person at home

- having regular parents/carers' evenings

7. Supporting staff

At Astley Park School, we provide high-quality training and ongoing continual professional development for staff in relation to behaviour and relationships to support the school's implementation of the Thrive Approach, which helps with children and young people's social, emotional and mental health. All staff will be given training so that they:

- understand what children/young people's mental health needs are
- understand how to promote good mental health and wellbeing
- know how to recognise warning signs of poor mental health
- have a clear process and know what to do if they identify a child or young person in need of support

A designated member of staff has completed the Senior Mental Health Lead (SMHL) training. This training is Department for Education quality assured, which enables staff to:

- learn why mental health and wellbeing are critical to school success
- accurately identify need, provide support and make referrals
- better understand and respond to the challenges young people face today
- benchmark, develop action plans and provide evidence of impact.

Staff are provided with a range of ongoing support when supporting children and young people with their mental health and wellbeing. This includes the following:

- access to Thrive-Online for colleagues, which enables staff to profile classes and groups, ensuring that pupils' social and emotional skills are on track
- 'Introduction to Thrive' training module for all colleagues, which includes an overview of the Thrive Approach, basic theory and how to use Thrive-Online to profile a class or group
- Thrive network meetings for Thrive Licensed Practitioners that provide opportunities to connect with other educators facing similar challenges, allowing staff to put their questions to Thrive experts and share best practice
- Thrive half termly supervision sessions, which provides staff with guidance from one of the Thrive experts - staff can drop into a supervision session and talk through their queries with a Thrive specialist
- Thrive support calls with our regional contact
- Regular Thrive emails designed to help staff embed a whole-school approach
- Regular social media updates to provide support and guidance for staff

Some key staff will receive additional training to provide them with the skills and knowledge to support children, young people, families and staff with their mental health and wellbeing:

- Thrive Licensed Practitioner training
- Senior Mental Health Lead training (DfE quality assured)
- Thrive trainer status.

We recognise that dealing with a child demonstrating distressed behaviour can be upsetting, therefore at our school we ensure support for staff is available if they have had to support a child or young person who is dysregulated.

8. Pupil Support Plans (see appendix A)

A Pupil Support Plan (PSP) could consist of a Learner Support Plan, Positive Handling Plan and Risk management plan if needed. It 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. A PSP can be introduced for a pupil 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.

PSPs will be written by the pupil's class teacher, supported by the class team and must be shared with the pupil's parents or carers and approved by the Pupil Support Lead and Senior Leadership Team. It is considered good practice that everybody working or living with the pupil will have been consulted during the design of the plan. PSP's should be reviewed on an on-going basis.
All PSP's will follow the same proactive strategies. This will enable a whole school consistent approach to behaviour support.

LSP

A Learner Support Plan is put into place to provide a consistent and proactive response to supporting pupils with their learning and behaviour needs. It focuses on using agreed strategies to help pupils engage positively in their learning and manage challenges effectively. This support includes both active responses (planned strategies to prevent difficulties and promote success) and reactive responses (appropriate actions when difficulties arise). Staff in school are aware of which pupils have a Learner Support Plan as part of a PSP and the strategies that have been agreed. These plans are regularly reviewed with the Pupil Support Lead, SLT, teacher, pupil and parent/carers to ensure they remain effective and meet the pupil's needs.

Principles of a Learner Support Plan:

- Support is proactive, aiming to prevent difficulties and promote positive engagement.

- Responses are consistent and agreed, ensuring clarity for staff and pupils.
- Strategies are individualised to meet the pupil's specific needs.
- Learner Support Plans promote independence, dignity, and emotional well-being.
- Plans are regularly reviewed and adapted in partnership with the pupil and their family.

PHP

A Positive Handling Plan is put into place to ensure the safety and well-being of pupils and staff during incidents of challenging behaviour. It may be required to prevent harm to the pupil themselves or to others in school. When Positive Handling is necessary, it will be carried out by trained members of staff and recorded in line with school procedures. Staff in school need to be aware of which pupils may require Positive Handling and the agreed strategies to support them. All incidents are reviewed with the Head, DSLs, Pupil Support Lead Teacher, pupil and parent/carers every term to ensure practice remains appropriate and in the best interests of the child.

Principles of Positive Handling:

- Always used as a last resort after all other de-escalation strategies have been attempted or deemed ineffective.
- Must be reasonable, proportionate, and necessary to prevent harm.
- Never used as a punishment, but solely to maintain safety and support the pupil in regaining self-control.
- The pupil's dignity and emotional well-being must be respected at all times.
- Must comply with legal, safeguarding, and school policy requirements.

RMP

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, DSLs, Pupil Support Lead Teacher, pupil and parent/carers every term.

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 Suspension
- Permanent Exclusion

Internal Exclusion

Pupils who receive an internal exclusion will spend time working out of class on their own, with a member of staff. Time will be spent at break times with the class team looking at strategies for understanding feelings and making good choices.

Fixed Term Suspension

The school will try whenever possible to keep the number of days a pupil is suspended to a minimum. In most cases exclusions of 1-3 days are appropriate. In some serious cases a longer suspension may be imposed or an initial period of suspension set, pending the outcome of an investigation. The Headteacher may suspend a pupil for a fixed term of up to 45 days in an academic year.

Where suspension exceeds five days, the school will arrange for work to be sent home for the pupil to complete.

Whenever a pupil is suspended, 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 pupil 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 pupil's safety and that of other pupils 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 Support Lead 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 Heads or Pupil Support Lead 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 Support Lead, 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's, Pupil Support Lead, 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.

Duty of Care

As people employed in the education of pupils, the staff at Astley Park School are all subject to a duty of care for the pupils 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 pupils' positive behaviour.
- vigilant in their care of pupils
- 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 SLT/LLT.

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 pupils 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 pupils from abuse and members of staff from inaccurate allegations of impropriety

9. Roles and responsibilities

All staff in school are responsible for:

- promoting positive behaviour
- role-modelling positive behaviour and relationships
- supporting children and young people who may be displaying distressed behaviours

There are key adults who have the responsibility for overseeing and managing Thrive within the school:

Name	Role	Contact
Miss Karen Wells	Acting Headteacher	wellsk@astleypark.lancs.sch.uk
Miss Rossana Della Fera	Pupil Support Lead Thrive Lead Practitioner (Childhood and Adolescence)	dellaferar@astleypark.lancs.sch.uk
Miss Lucy Melling	Assistant Head Primary Thrive Lead Practitioner (Childhood)	mellingl@astleypark.lancs.sch.uk

The school may use other professionals to draw upon their expertise, make referrals or carry out further assessments. This list of professionals may include the following:

- educational psychologist
- speech and language therapist
- child and adolescent mental health services
- doctors.

Astley Park School
Nurturing Futures

Pupil Support Plan

Pupil Name:	Class:
Date of Birth:	
Date of Plan:	
Date to be Reviewed:	
Positive Handling Plan incorporated:	Yes No (Highlight as required)
Risk Management Plan incorporated:	Yes No
Risk Assessment completed	Yes No

Pupil Support Plan Authorisation

I give my consent to the below plan being implemented with my child and to this pupil support plan being shared with other staff and agencies supporting them.

Signed:	Print:	Parent / Carer

Staff Agreement

Signed:	Print:	Deputy Head
Signed:	Print:	Assistant Head
Signed:	Print:	Pupil Support Lead
Signed:	Print:	Class Teacher
Signed: Signed: Signed:	Print: Print: Print:	Teaching Assistants