

PRESFIELD HIGH SCHOOL & SPECIALIST COLLEGE



Behaviour Policy

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Chair of Governors

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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

"Educating a child with autism will require modification of both your group and individual teaching methods" (D.Fein, M. Dunn 2007.)

When presenting challenging behaviour, the pupils at Presfield will fall into two categories where either they understand how to behave appropriately but choose not to, or demonstrate behaviours that may be socially inappropriate or difficult to manage resulting from anxiety or frustration.

Due to a lack of social understanding or communication difficulties associated with their diagnosis, pupils with ASC are often unable to properly understand 'socially appropriate' behaviour or properly interpret other people's intentions. This means that they can be taken advantage of and 'led' by other pupils into behaviour that is unacceptable according to the school's behaviour policy.

Although some of our pupils experience behavioural difficulties, we do provide high standards and expectations of discipline and see it as crucial that we teach **all** pupils what constitutes a good standard of behaviour. Pupils with ASC may not understand that their behaviour is inappropriate, and, from their viewpoint may be reasonable. Their lack of empathy and theory of mind may mean that explicit teaching about the feelings and reactions of others is required in order for them to understand and modify their own behaviour.

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 Presfield High 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 Presfield High 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 may display challenging behaviour as a response to their complex pattern of needs.

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 and form the basis of the content of the pupils' Learning Support Plan (LSP Appendix A). 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 behaviour patterns a pupil exhibits are we will be able to address those aspects of the pupil's behaviour which are inappropriate. Analysis, planning and reflection is formalised and embedded in the practice of the school through the Learning Support Plan.

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 nature 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. With this in mind the 'Behaviour flow chart' (Appendix A) forms the basis of the whole school approach to managing behaviour in all lessons and is evident across the school visually to help reinforce to students and staff the process of how challenging chosen behaviour is managed.

Supportive and Functional Environments

The impact of the environment on a pupil's behaviour is a major consideration in the planning of practice. In order to develop positive and appropriate behaviour, the environment must be both **supportive** and **functional**. A supportive environment relates to the attitudes and actions of the people in the environment. A functional environment relates to the suitability of an environment in meeting a person's need. Responsibility for the environment rests with every member of the school team and the right to work in a supportive and functional environment is recognised for staff and pupils alike.

A **supportive** environment is characterised by

- a calm, purposeful working atmosphere
- friendliness
- happy working relationships
- flexibility
- responsiveness to needs
- a caring attitude amongst staff

- tolerance
- optimism and high expectations
- clear and consistent boundaries for acceptable behaviour

A **functional** environment is

- safe and secure
- tidy, uncluttered and clean
- strongly visual
- clearly demarcated for activities
- labelled appropriately to the students' needs
- 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 including home school consultation when planning to implement behaviour strategies.

The embedded practice of sharing the pupil's social and academic targets and encouraging home participation in completing these targets further develops home-school relations and empowers parents and carers to be involved in the ongoing progress of their child's development. 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 Presfield High 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 Learning Support Plans for pupils to help address behaviours that prevent pupils progressing in their learning

- Dedicating time in weekly briefings and general staff meetings to the discussion of issues related to behaviour support
- Weekly monitoring of Incidents
- The use of SIMS and Discover to track and identify triggers and trends linked to behaviours
- 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.

Learning Support Plans (see appendix B)

Building on the principles identified above, the Learning 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. LSPs will exist for all students to help provide strategies for individual needs.

LSPs will be written by the pupil's class teacher and sent home to the pupil's parents or carer for consultation and review, and finally approved by the SENCO. 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 are reviewed every half term and will follow the same proactive strategies whilst catering for individual needs. This will enable a whole school consistent approach to behaviour support.

Rewards, consequences and support

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 achievements. Rewards motivate and help pupils to see that good behaviour is valued.

These include:

- Verbal praise
- Stickers, reward charts, special mentions and prizes
- School visits
- End of Year Awards
- Letters/notes home in home/school diaries to parents/carers
- House Points

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

Reward Systems – Presfield has a bespoke approach to celebrating achievements.

House System

Pupils are placed into a house of mixed year groups. This encourages them to socialise with peers other than the ones in their classes. During theme days pupils participate in activities as part of their house team.

Each pupil begins the day with 6 house points (1 per lesson). These house points contribute to a weekly total. Pupils can earn extra house points in lessons and also by receiving a special mention (10 points) or having their work on the Head teacher's wall (10 points). Pupils can lose a house point if they receive a second behaviour warning for inappropriate chosen behaviour in a lesson. The winning house each week eats lunch in the community room and is waited on by the Headteacher and Deputy. The winning house for the half term receives a 'fast food lunch' as their reward. The winning house for the year receives the house cup and a trip out of their choice.

Attendance Rewards

Students who have 95% or above attendance are entered into an draw to win a range of prizes including

- Event tickets
- Amazon Vouchers

Students who have made significant improvement in their attendance also receive rewards. These are bespoke to their needs and decided in partnership with the Deputy Head Cheryl Smith.

Attitude to Learning Rewards

At each data collection a students attitude to learning is also rated

- A - Outstanding
- B - Good
- C - Requires Improvement

If a student has outstanding ATL across all subjects they will go into a prize draw with the chance to win a range of prizes. All students who have an outstanding ATL across all subjects will receive a postcard home to celebrate this achievement.

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.

There is a whole school 'Behaviour Flow chart' which details the routine of consequence should inappropriate behaviour in lessons escalate (Appendix A) which is evident in every classroom and around the school generally. This allows for consistency of behaviour management across the whole school. That said it is important to note that the application of the Flow chart is at a member of staff's discretion and common sense should be applied when using it as every situation will differ and there may be circumstances where it is not appropriate to use.

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 over-stimulated 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
- Consequences should be carried out by the staff involved in the behaviour, unless escalation of the behaviour requires SLT intervention.
- **The focus should be on the behaviour not the pupil**

Consequences could range from expressions of disapproval, withdrawal of privileges, **a discussion about the behaviour or catching up missed work during** break times, lunch times or occasionally after school, phone calls home to parents/carers to discuss behaviour, referral to the Assistant Head, 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).

Serious 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 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 Serious Incident Form. If a serious incident occurs the consequences may be:

- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

Internal Exclusion

Pupils who receive an internal exclusion will spend time working out of class **with a member of staff**. Time will be spent at break times with a member of staff 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 or an alternative placement if appropriate.

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.

Racist Incidents

(Please refer to the full school Race Equality Policy for details)

Policy for care and control of pupils

The care of our pupils is paramount to Presfield High School. Occasionally it is necessary to physically intervene during a situation. All staff have appropriate training. Respect and Dignity for our pupils is at the forefront of our minds.

(Please refer to full Care and Control Policy 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 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 injury 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.

Where a child in crisis is presenting a considerable risk to staff or students through the continuation of being in hold and could potentially result in injury to an individual the Chill out room doors will be held shut. This decision will be made through a dynamic risk assessment which asserts this action as the only remaining appropriate level of restraint left to help maintain the safety of all concerned. This is a last resort.

For the cases where a student has a Positive Handling Plan and it has been agreed with parents or carers that the chill out room is the only avenue for them to calm effectively this may also be the case.

In all cases the door will be held shut for the minimum amount of time and staff will observe the student throughout this course of action until another course of action may be applied to the situation.

Such incidents are monitored by SLT and reported to Governors termly.

In any instance the use of Physical control/Restraint needs to be recorded on the RF1 form. This form must be passed to the Headteacher or in her absence the Deputy Head.

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

The use of reasonable force is the 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 following the member of staff being made aware. The Head or Deputy (and if necessary the Safeguarding Officer) should be informed and will make the judgement as to whether the parents/carers should be contacted.

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 break and lunch times; this will support the pupils to make good choices.

Social Communication Rules

In order to help support pupils further within the classroom environment and around school a series of social communication rules are used.

- Thinking
- Sitting
- Waiting
- Looking
- Listening
- Speaking clearly
- Taking turns to speak
- Right volume
- Right distance
- Right speech – right person
- Remember faces & bodies

These are visually displayed in all classrooms and highlighted by staff as required. Staff also carry smaller visual reminders of these rules to use as appropriate.

Sensory Diets

Sensory diets are incorporated into the curriculum for all pupils; this allows pupils the opportunity to regulate their sensory needs therefore improving their own behaviour. Once assessed, pupils will have the details of their sensory diets added to their Learning Support Plan and this will include the nature of the sensory diet and which system will help regulate their stimulation levels. This assessment will help the pupil manage their ability to apply the optimum level of sensory input to allow them to perform to the best of their ability which is regulated by:

The vestibular system

- Controlling balance and co-ordinating body movements.
- Develop and maintain normal muscle tone.
- Seeing clearly whilst moving (eye and head movements should work separately)
- Spatial orientation.

Proprioceptive system

- Amount of force being exerted
- Rate, timing and sequencing of movements
- Muscle contraction/tension
- Body position
- Helps the brain regulate arousal levels.
- Helps inhibit other sensations

Tactile system

- Largest sensory system
- Receptors are in skin and mouth
- Tend to get oral and tactile difficulties together

By applying the sensory diet the pupils will be able to manage their own sensory needs better and help the progress they make for both social and academic targets.

Duty of Care

As people employed in the education of students, the staff at Presfield High 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 Presfield High 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 SLT.

Recording and Reporting Incidents

The recording and reporting of incidents is a crucial component of behaviour support at Presfield High 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 Presfield High School's Policies.