



## Behaviour Policy

### Policy Aims

The purpose of this policy is to provide a framework for promoting positive behaviour in our school. It takes into account information provided in Circular 10 / 98 (section 550A of the Education Act 119) as well as the joint DFES / DOH "Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and / or autistic spectrum disorder" (2002) DFE Behaviour and Discipline in Schools: A Guide for Head Teachers and School Staff, DFE Use Of Reasonable Force: Advice For Head Teachers, Staff And Governing Bodies and Norfolk joint services policy on Positive handling strategies (including restrictive physical intervention) in respect of children and young people with learning disabilities and Autistic spectrum disorder. It should be read alongside other school policies especially the Physical Intervention and Touch Policies.

It will:

- Establish a shared understanding and expectation for all.
- Ensure a calm, orderly and supportive school environment where pupils and staff feel safe.
- Ensure school is a calm and purposeful environment in which positive learning can take place.
- Identify processes which recognise, teach, reward and celebrate positive behaviour.
- Protect pupils from harm.
- Enable pupils to learn to manage their own behaviour.
- Develop a respect for individuals, others around them and resources.
- Ensure a consistency of approach throughout the school that is fair and reasonable, dealing with the immediate and giving the pupils the opportunity for a fresh start.
- Promote confidence in staff.
- Develop pupil's self esteem.
- Demonstrate an understanding of pupil's individual needs.
- Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or unlawful.
- Ensure there is early intervention and prevention wherever possible.

### Key Principles

We believe that pupils who are treated in a consistently positive way are more likely to behave in a positive manner.

If the ethos of the school is positive and there is a culture of mutual respect, this will lead to pupils behaving appropriately and achieving higher standards of learning.

Consistency of approach in all settings is key to making the most significant impact. Working in partnership with parents offers a greater opportunity to improve pupil behaviour.

All behaviour, both positive and negative is a form of communication.

Behaviour arises from feelings which come from past experiences. We 'see' the whole child and not just the behaviour in isolation.

Challenging behaviour is a reaction to the situation the pupil is in, and our role is to help them cope with the situation in a more positive way.

It is the negative behaviour demonstrated that is unacceptable – not the pupil.

As a school community we have a responsibility to support all our pupils.

### **Rights and Entitlement of Pupils**

All pupils have the right to:

- A rich and varied curriculum which takes into account individual needs.
- Be given opportunities to succeed.
- Feel valued by staff.
- Express their feelings.
- Have their achievements recognised and rewarded.
- A school which recognises individual rights and responsibilities and attempts to establish a culture where mutual respect is important and encouraged.
- Feel safe in an environment which caters for physical, emotional, social and spiritual needs through a differentiated approach to learning.
- Get out of situations with dignity.

### **Acceptable Standards of Behaviour**

The student council have written the Churchill Park School Pledge which are simple expectations that all pupils can understand (see appendix 1) and many classes have their own class rules.

### **Pupils are encouraged to:**

- Respect the rights of others.
- Accept responsibility for their actions.
- Be involved in choices and decisions regarding their behaviour.
- Show courtesy and care.
- Take part in activities throughout the day to improve their emotional and social development.

### **All staff will:**

- Receive Norfolk Steps Step On training and when needed Step Up Modules 1 - 3
- Be responsible for managing behaviour.
- Have a sense of ownership and so assist pupils in managing their behaviour in line with individual behaviour plans.
- Remind pupils of expected behaviours and rewards.
- Use simplified instructions and cues that are phrased positively with the use of augmented communication methods if appropriate for the individual.
- Model positive behaviour.
- Describe the effects of the behaviour, rather than the behaviour itself.
- Positively recognise and praise those who are behaving appropriately.
- Use choices.

- Give plenty of 'take-up' time.
- Treat all individuals with dignity.
- Respect all pupils as individuals, with individual strengths and needs.
- Speak calmly and firmly if needed without shouting.
- Make sure that work is suitably differentiated and extension tasks are available when needed.
- Ensure that classrooms are set out appropriately, and all teaching materials are ready for use.
- Ensure pupils are always addressed using their names.
- Feedback positive behaviour and achievements regularly to parents.

**Parents are requested to:**

- Inform school staff of strategies that work in the home environment.
- Receive and read behaviour plans.
- Sign behaviour plans.
- Support the school ethos.

**Strategies for Reinforcing Good Behaviour**

We believe that rewarding the behaviours we want to see in school is an effective strategy to minimise unwanted behaviours. This is because it helps the pupils understand our expectations and it boosts self esteem and inspires confidence. Positive reinforcement is used for all of our pupils throughout each day by the use of a variety of rewards as outlined in appendix 2.

**Strategies for coping with inappropriate behaviour**

At Churchill Park School we aim to use sanctions which are appropriate to the developmental age of the pupils and appropriate to the behaviour. We believe that these sanctions are only effective if used sparingly. Staff should ensure that any sanction:

- Is correctly targeted.
- Clear and assertive.
- Consistent and planned for.
- All methods of communication are used to ensure understanding.
- It can be carried through.
- Is immediate in order for the behaviour to be forgotten and the opportunity for a fresh start.

Please see appendix 3 for the sanctions used.

**Recording and Reporting**

Following any incidents of challenging behaviour, staff involved will complete an incident recording form. (Please see appendix 4) This will enable us to track behaviours demonstrated and to plan responses for the future. It is important that these forms are completed as soon as possible after the event, both to inform future planning and to protect both staff and pupils.

There are two different types of recording incidents:

1. Frequent incident recording forms – this is to track the frequent low level behaviours or level of support needed, and should be handed in to SLT at the end of the week.
2. Online Sleuth form – this should be filled in when there had been any behavioural incident that requires intervention, if the behaviour is extreme for the individual involved, if

a pupil has demonstrated a behaviour which has caused harm, or if they have required restrictive physical intervention.

### **Individual Behaviour Management and Positive Handling Plan**

A plan will be drawn up for any pupil for which there is foreseeable risk of causing harm. This will highlight potential triggers and key times, and strategies to be used before, during and after a crisis. This plan will be discussed with parents and they will be asked to sign it.

A copy of these plans are kept in the child's class, on the server and a paper copy in the Deputy Headteacher's room and we would ask that staff familiarise themselves with plans of pupils that they work with.

### **Reflect, Repair and Restore**

At Churchill Park we believe in a restorative approach which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

We aim to use any conflict to reveal feelings and needs and discuss these to ensure that the same conflict is less likely to happen again.

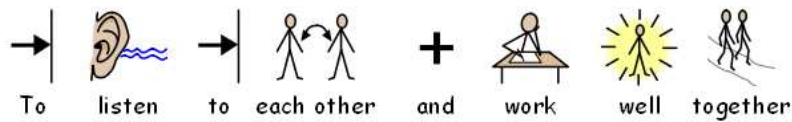
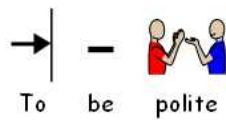
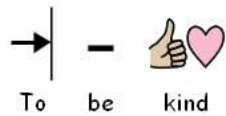
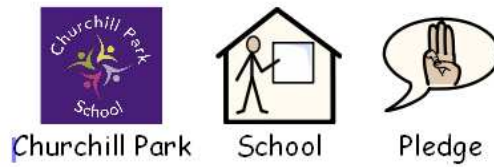
Every pupil will have a debrief about the behaviour displayed and soon as they are able either on the same day or later on in the week depending on the circumstance.

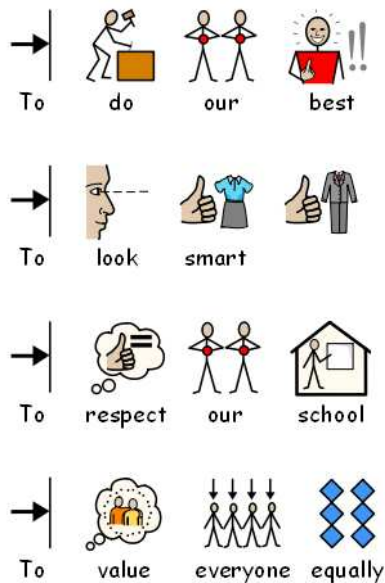
This debrief will focus on what happened, how the harm can be put right and what we have learnt so as to make different choices next time.

## Appendices

- Appendix 1 School Council Pledge
- Appendix 1 Rewards
- Appendix 2 Sanctions
- Appendix 3 Incident forms

### Appendix 1





## Appendix 2 Rewards

Appropriate rewards recognised as good practice at Churchill Park School include:

- Praise which can be given formally or informally in public, private to groups or individuals.
- Celebration in assembly of individual and group achievement
- Certificates
- Being given the opportunity to show their achievements to other significant adults and pupils
- Appropriate material rewards including stickers, or choice of activity
- Privileges e.g. a trip to chip shop for Year 11 students.
- Points, stamps, tokens and class or phase award schemes
- Special responsibilities within class or school
- Planned reinforcement activities
- Smiles, thumbs up, pat on back, high five or supportive hug.
- Letter home to parents / note in home school book

Please note:

- In some circumstances food (not school dinners or usual snacks) can be used as a reward
- A reward once given should not be taken away.
- We will endeavour to give rewards as soon as practicable.

## Appendix 3 Sanctions

Appropriate Sanctions can include:

- Completing work in free time
- Tokens not being awarded
- Time out of classroom with a member of staff to calm down before returning to complete activity
- Working away from peers
- Reparation tasks

## **Appendix 4 Incident recording forms**

### **Recording Behavioural Incidents**

If you are unsure how to record an incident please record it on sleuth.  
Please ensure all incidents are recorded on the same day the incident occurred.  
The staff member who took the lead when managing an incident is the one responsible for reporting it.

Go to: [www.sleuth.schoolsoftwarecompany.com](http://www.sleuth.schoolsoftwarecompany.com)

Username: initial and surname @ churchill (e.g. epike@churchill)

Password: password (you will be asked to create a new one the first time you log in)

Memorable word: sleuth

Please complete an incident on sleuth if:

- Use of restrictive physical intervention
- Behaviour different than usual for that child
- If anyone has been injured in any way
- Disrupted learning of others
- If property is damaged
- If a criminal activity has taken place
- Sexualised behaviours demonstrated

Use a blue form (below) if:

- Behaviour is managed by non physical staff intervention
- Early intervention is used to stop behaviour escalating
- Behaviour required guiding or escorting (as long as pupil is willing to be moved)

- No restrictive physical intervention is used

FREQUENT BEHAVIOURAL INCIDENTS / DISRUPTION THAT REQUIRES ADDITIONAL STAFF INTERVENTION



PUPIL \_\_\_\_\_ CLASS \_\_\_\_\_ Week Beginning \_\_\_\_\_

Day	Behaviours Demonstrated						Comments	Completed by (signature)
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Please hand in to SLT at end of week

Signature of Headteacher / Deputy Headteacher.....|