



Positive Behaviour Support Policy

Last updated: March 2020

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Statement of intent

At Chaigeley School, we seek to provide a safe, secure learning environment by promoting a culture of good behaviour. Good levels of behaviour are paramount to effective teaching and learning, and for ensuring that all pupils can achieve their best.

We recognise that there are instances in which pupils may display challenging behaviour as a result of a number of factors. We believe that behaviour is a form of communication, relating to underlying needs and requiring strategies which are informed by extensive understanding. Chaigeley School encourages children to manage their own behaviours rather than demand on compliance. Our primary aim is to use interventions best suited to the individual to promote a safe and respectful environment for pupils and staff. Minimising challenging behaviour is the responsibility of the whole school community.

This policy has been created with the aims outlined:-

- To promote self-esteem, self-regulation and positive relationships based on mutual respect
- To use language that promotes a growth mindset throughout school, treating mistakes as learning opportunities
- To provide a climate in which each pupil is able and willing to learn
- To ensure equality and fair treatment for all
- To provide a safe environment
- To promote a culture of praise and encouragement in which all pupils can achieve.

Signed by:

_____ Principal

Date: _____

_____ Chair of governors

Date: _____

Review date: _____

1. Legal framework

1.1. This policy has due regard to DfE guidance including, but not limited to, the following:

- DfE (2013) 'Use of reasonable force'
- DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England'
- DfE (2016) 'Behaviour and discipline in schools'

1.2. This policy will be implemented in line with the following school policies and procedures:

- School Code of conduct
- Substance Misuse Policy
- Anti-Bullying Policy
- Positive Handling Policy (Physical Restraint and Reasonable Force)
- Exclusion and Admissions Policy
- Safeguarding Policy
- SEMH Policy
- Carrying out searches
- Mobile Phone Policy

2. Definitions

2.1. For the purpose of this policy, the school defines the following as "challenging" behaviour:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Bullying
- Cyberbullying
- Possession of illegal drugs or alcohol
- Possession of banned items
- Extreme behaviour – e.g. violence, vandalism, theft
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Arson
- Any other illegal behaviour

2.2. Staff members are responsible for identifying potential safeguarding issues and for recognising when they may also indicate pupils may engage in challenging or disruptive behaviour. In accordance with the school's Safeguarding Policy, all staff members are aware of safeguarding concerns and potential indicators.

3. Roles and responsibilities

3.1. Teachers are responsible for:

- Adhering to the requirements of this policy.
- Implementing effective classroom management strategies to help prevent incidents of challenging behaviour.
- Communicating expectations of pupils' behaviour to them in the classroom and before any activity.
- Remaining professional when handling incidents of challenging behaviour.
- Ensuring any reasonable force used is conducted in line with the school's Positive Handling Policy (PRARF)
- Establishing positive relationships with pupils to help reduce challenging behaviour.
- Implementing appropriate sanctions.
- Following the timetable that is set out during the school day

3.2. Pupils are responsible for:

- Adhering to the behaviour expectations outlined to them in the School Code of Conduct.
- Understanding what challenging behaviour is and how it affects their peers and staff members.
- Arriving to lessons in a timely manner and be willing to learn
- Respecting themselves, their peers, staff and environment
- Understanding classroom rules and adhering to these at all times.
- Establishing effective coping mechanisms in line with their teachers and parents which can be implemented when they feel distracted.
- Acknowledging and accepting responsibility for their actions
- Following the timetable that is set out during the school day

3.3. Governors are responsible for applying the school's Positive Behaviour Support Policy fairly and consistently, ensuring equality of opportunity for all students and recognising their special needs.

4. Effective classroom management

4.1. Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules
- Routines
- Praise

- Rewards

Classroom rules

4.2. Classroom rules will be based on 3 things:

- Respect – Speaking appropriately. Taking care of environment and resources
- Safety – Using equipment appropriately. Keeping hands and feet to yourself.
- Learning – Be willing to engage. Listening to others and being listened to

Routines

- 4.3. The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.
- 4.4. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.
- 4.5. Once a routine has been established, the teacher models this for pupils to ensure they understand it.
- 4.6. Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine.
- 4.7. Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Praise

- 4.8. The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.
- 4.9. When giving praise, teachers ensure:
- They define the behaviour that is being rewarded.
 - The praise is given immediately following the desired behaviour.
 - The way in which the praise is given is varied.
 - Praise is related to effort, rather than only work produced.
 - Perseverance and independence is encouraged.
- 4.10. Praise that is given is always sincere and is never followed with immediate criticism.

4.11. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

4.12. The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

4.13. The school uses three different categories of rewards – these are:

- **Social** – praise and recognition, e.g. a positive phone call or email home.
- **Physical** – material rewards, e.g. stickers, certificates or vouchers.
- **Activity** – activity-based rewards, e.g. extra play, free time.

4.14. Teachers may implement different types of rewards as they see fit with approval from the Principal; however, as a general rule, the following list of rewards are those most frequently used:

- Stickers
- Raffle tickets
- Certificates
- Free time
- Refreshments
- Phone calls and emails home
- Excursions

5. Positive relationships and approach

5.1. Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

5.2. Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.

- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and playtime.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

5.3. Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.

6. De-escalation strategies

6.1. Where challenging behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

7. Intervention

7.1. In line with the school's Positive Handling Policy (PRARF), all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

7.2. Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
 - A pupil tries to, or does, conduct deliberate damage or vandalism to property
 - A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
 - A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
 - A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
 - A pupil is behaving a way that is seriously compromising good order and discipline
 - A pupil persistently refuses to leave the classroom on request
- 7.3. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.
- 7.4. All teachers will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.
- 7.5. Any physical intervention used will be conducted in line with the Positive Handling Policy (PRARF)
- 7.6. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
- 7.7. After an instance of physical intervention parents will be notified of incident on same day.
- 7.8. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Senior Leaders as to what behaviour constitutes for an exclusion in line with the Exclusions and Re-Admissions Policy.

8. Staff training

- 8.1. All staff members are provided with sufficient training in de-escalation strategies and dealing with challenging behaviour as part of their induction programme – this training is updated on an annual basis.
- 8.2. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
- 8.3. All staff members are trained in the approved methods of physical intervention in line with the school's Positive Handling Policy (PRARF).

- 8.4. Wherever staff members feel they need refresher training, they are required to notify the Physical Intervention Tutors and submit a request.
- 8.5. Physical Intervention Tutors are to keep a concise record of all training/refresher training they deliver

9. Monitoring and review

- 9.1. This policy will be reviewed on an annual basis by the Head of Education. The next scheduled review date for this policy is March 2021
- 9.2. Any changes made to this policy will be communicated to all staff, parents and pupils.

Appendix 1: Behavioural Management during the Coronavirus (COVID-19) Pandemic

Statement of intent

The school aims to act in accordance with the Positive Behaviour Support Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations while the school observes social distancing and infection control guidelines. This appendix sets out what additional actions the school will take when phased reopening begins.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

1. Implementing new rules

- 1.1 The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- 1.2 Staff are informed about the measures in place so they can implement these rules at all times.
- 1.3 The school informs parents of any changes to provision outlined in this policy.
- 1.4 The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
- 1.5 Staff are informed of discipline and rewards in place to aid enforcement of these rules in line with this policy.
- 1.6 Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- 1.7 The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.

2. Arrival and departure

- 2.1 The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
- 2.2 Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing on arrival
- 2.3 Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

3. Hygiene and infection control

- 3.1 The school ensures a risk assessment is conducted prior to reopening to more pupils in order to enforce adequate and practical measures to safeguard the health and safety of both staff and pupils.
- 3.2 The school understands that younger children cannot be expected to remain two metres apart from others at all times and takes this into account with regards to discipline and giving rewards.
- 3.3 Younger children should stick to their class groups and avoid mixing as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.
- 3.4 Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
 - Upon arrival at and departure from the school.
 - Before and after consuming food.
 - After using the toilet.
 - After coughing or sneezing.
- 3.5 Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- 3.6 Pupils are expected to dispose of tissues using the litter bins provided.
- 3.7 Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- 3.8 Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- 3.9 The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
- 3.10 Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- 3.11 Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 3.12 Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

4. Social distancing

General

- 4.1 Pupils adhere to the social distancing measures put in place by the school.
- 4.3 Pupils are expected to:
- Refrain from close contact with people who display symptoms of coronavirus.
 - Remain at least two metres apart from other people, where practicable.
 - Remain within their assigned groups.
- 4.4. Where is it not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.
- 4.5. Pupils are placed into classes and are not expected to mix with other pupils outside this class, unless instructed to do so by their class teacher'
- 4.6. Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- 4.7. Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 4.8. Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

In the canteen

- 4.9. The school expects pupils to respect the health and safety of catering and canteen staff and to follow all infection control and social distancing rules put in place while collecting and eating food.
- 4.10 Pupils are allocated specific time to use the canteen to help adhere to social distancing rules. Pupils do not enter the canteen or dining area unless expressly told to do so by a member of staff.
- 4.11 On entry to the canteen pupils must go to an allocated table and their choice of food will be delivered to their table by staff on duty.
- 4.12 Staff will take dishes to the cleaning hatch once pupils have finished their meals.

During sports and exercise activities

- 4.13 The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
- 4.14 The school does not permit close-contact sports, play or activities at this time.
- 4.15 Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with this policy.
- 4.16 Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

5 Moving around the school

- 5.1 The school expects all pupils to move around the school following the school's arrangements.
- 5.2 The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.
- 5.3 Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the canteen.
- 5.4 Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.

6 Ill health and infection

- 6.1 The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- 6.2 Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.
- 6.3 The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.
- 6.4 Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

7 The school premises

- 7.1 Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.

- 7.2 Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.
- 7.3 Pupils are not permitted to leave the school site and avoid contact with members of the public, so as to prevent the risk of the spread of infection.

8 Breaktime and lunchtime arrangements

- 8.1 The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.
- 8.2 Pupils are expected take their breaks and lunchtimes at phased times, within their permitted class groups and only in designated areas.
- 8.3 Pupils are not permitted to mix between groups, unless authorised by the member of staff responsible for a given group.

9 Exclusions

- 11.1 All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- 11.2 Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.
- 11.3 The Principal retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.
- 11.4 Where an excluded pupil is considered vulnerable or is the child of a key worker who cannot be safely cared for at home, the Principal liaises with the LA and the pupil's parents as soon as possible to discuss what reasonable adjustments can be put in place, taking into consideration the pupil's safety and the safety of others.
- 11.5 The Principal liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.
- 11.6 The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.
- 11.7 Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.
- 11.8 The governing board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

10 Rewards and discipline

- 12.1 Rewards and discipline are given in line with this policy, where practicable
- 12.2 Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- 12.3 The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- 12.4 Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. loss, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

11 Close contact behavioural management

- 13.1 Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Positive Handling Policy.
- 13.2 The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.
- 13.3 Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.
- 13.4 If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

12 Monitoring and review

- 14.1 This appendix is reviewed in reaction to any new government advice by the Principal.
- 14.2 The date of the next review is September 2020.
- 14.3 Once the school resumes regular activity, and if deemed appropriate by the Principal, all sections within this appendix will expire.