



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.