Behaviour principles for Red Marsh School

This policy is written using these important and identified principles.

Every pupil has a right to high quality teaching and learning in an environment where:

a) Positive behaviour is encouraged and supported

b) Everyone is valued and respected.

c) Every pupil has the right to feel safe and cared for

d) Staff understand the needs of all pupils

e) Our behaviour policy is followed consistently across school in a way that is appropriate to the age and understanding of our very special pupils

Philosophy and Purpose of our Behaviour Management Policy

The aim of our behaviour policy is to support the purpose of our school and ensure that the conduct of all members of the school community is consistent with our school values.

School Behaviour Expectations

All pupils and staff at Red Marsh School must behave in a way that allows others to;

- Learn together,
- Care and respect each other,
- Have the opportunity to be challenged to meet their full potential
- Share appropriately together during work and leisure times.

These rules will be broken down into a format appropriate for individual pupils targeting only specific behaviour to support pupils to follow these rules.

Aims of Behaviour Management

- To encourage and promote our pupils to be respectful to all members of our school community and the wider community.
- To overcome potential barriers to learning
- To ensure the safety and well-being of pupils, their peers, the general public and members of staff
- To protect the entitlement of pupils and staff to dignity and self respect
- To assist pupils in developing and demonstrating appropriate and relevant social skills
- To support parents in developing a consistent approach to coping with their child's behavioural difficulties

Governor Responsibilities

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Governors are aware of the needs of all of our pupils and are regularly involved in discussions about specific pupils. They are made aware of incidents of behaviour in school as part of their routine monitoring. Where a serious incident has occurred, the Governors are available for advice and support in decision making.

Senior Leadership Team Responsibilities

The Headteacher is responsible for developing the behaviour policy in the context of this framework. The behaviour policy must include measures to prevent all forms of bullying among pupils. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

The Senior Leadership Team regularly engage with pupils, parents and staff on setting and maintaining the behaviour culture and environment where everyone feels safe and supported. For example, through learning walks; supporting when pupils are in crisis; supporting referrals to external agencies.

Senior Leaders have an 'Open Door Policy' where pupils, parents and staff are encouraged to come and discuss and share concerns. Senior Leaders are made aware of behaviour incidents through reporting systems, including CPOMs.

The Senior Leadership Team ensure that appropriate training is available for staff, including during induction (e.g., sharing of behaviour plans). CPD is available for staff to undertake further training.

Staff Responsibilities

Responsibilities of staff include:
-To act in accordance with the agreed positive handling approach
-Respond to the diverse learning needs of pupils
-Treat all pupils with respect and fairness
-Consult and liaise with parents, colleagues and other agencies
-Encourage and develop personal interest, choice and decision making enabling all
pupils to become active participants in their own learning through the setting of suitable learning challenges.

Parent/ Carer Responsibilities

All parent/carers are required to sign a home school agreement that outlines the responsibility of the parent and school; including those around behaviour and attendance.

Where a pupil requires a Behaviour Support Plan, parents are required to agree the strategies as part of a shared planning meeting.

Encouraging good behaviour in school

A pupil is less likely to exhibit difficult behaviours if his / her self-esteem is high and if achievements are recognised and celebrated. **Rewards** such as a sticker, verbal praise or achievements recognised in star of the week/ student of the week assembly are all forms of rewards for good behaviour.

Remember, build self-esteem and therefore good behaviour by:
- Showing respect for children in the way you listen, talk to them and use technology
- Seeking every opportunity, no matter how small to value the good things that a child does
- Enabling a child to succeed as 'nothing succeeds like success'

All staff must show pupils they are liked, respected and welcomed. They should demonstrate by their own example appropriate ways of expressing their emotions. A calm consistent approach and a sense of humour are important qualities that help to reduce tension and promote a sense of confidence and security in pupils.

Within school there is an expectation of how everyone is to behave, including staff, parents and visitors. This reinforces the idea that behaviour is not just a pupil issue, but one which relates to everyone.

The school organises itself in such a way that it positively encourages desired behaviours, including positive online behaviours through:
- Using effective and stimulating teaching methods
- Staff modelling appropriate behaviour
- Actively teaching strategies for resolving difficulties
- Providing appropriate opportunities for pupils having control over their learning environment
- Ensuring good behaviour and efforts are acknowledged systematically
- Creating a safe and predictable environment
- Communicating to pupils that they are valued, whatever their background or abilities
- Teaching social skills required to participate fully in the school
- Teaching pupils about the appropriate use of technology including appropriate and inappropriate use. For example, teaching key safety messages e.g., speak out stay safe, show or tell a trusted adult/ be kind when you are online and teaching about things you must not do online e.g., inappropriate use of images (sexting). See online safety policy.
- Developing the Social and Emotional Aspects of Learning
- Ensuring all classes within school have a high staff: pupil ratio. It is important that these teams work well to ensure that a consistent approach is taken to behavioural issues.

Pupils are taught in an environment that is supportive to their emotional health and well being see Emotional Health and well being policy and PSHCE policy

Defining behaviours and making expectations clear

- Be Positive – describe the behaviour the school wants to see for example rather than saying 'don't run' say 'walk please'
- Praise good behaviour
- Minimising attention given to poor behaviour
- Use simple and precise language
- Enforced and enforceable expectations
- Explained and talk to pupils
- Decide in advance how you will respond when misbehaviour occurs
- Model and talk about positive online behaviour.

Responding to problems

Most behaviour should be responded to, when it occurs, by the staff present at the time and will need no special intervention other than interventions identified on individual support plans. Staff should feel supported by their colleagues and if they have any additional concerns they should share these with the class teacher and or SLT.

- The exact method and style of response will inevitably vary depending on the staff, pupil and circumstances
- Sanctions should always be predictable and highly personalised. However, for the majority of our students, we recognise behaviour is caused by sensory needs or communication difficulties. Therefore, for the majority of students, sanctions would not be appropriate.
- No one approach will always be effective in all situations
- Avoid confrontation. At all times attempt to de-escalate negative behaviours.
- Staff should always make it clear that it is the behaviour that is disapproved of, not the child

The calmer you are the less the problem is likely to get inflamed. Remain CALM, be objective ask yourself

What caused the problem?

What is actually happening?

What do you want to happen?

NB: Any safeguarding concerns including inappropriate use of technology must be reported to the DSLs

De-escalation must be at the heart of all behaviour management within Red Marsh School.

- Always ensure pupils are supported by appropriate communication strategies, for example, now and next boards, communication aids and photo cues.
- Ensure that pupils' sensory needs are met. For example, sensory diet.
- If possible, de-escalate behaviour. For example, redirecting a pupil to another activity.

- It may be necessary to remove the pupil from the audience and always summon help if needed
- Stay with the child as long as necessary and only return to the group when the child is ready
- Remind the child what it is you want them to do in order to return to the group
- Rotate supervision / handling of pupils to lessen the strain on staff; a change of face is often a successful strategy and a sign of strength from the staff member. **Remember you are a team working together**
- Explain what you are doing and why. For example, we are going on a walk to calm down. Sometimes it is better to reduce language until the pupil has calmed.
- Explain the procedures to visitors / students so that they do not misinterpret the situation

Although we have to consider some behaviour as more seriously unacceptable than others, repeated misbehaviour would be treated as significantly more serious than one-off instances.

Behaviour management strategies
A whole range of approaches may be needed to deal with a particular problem. We may decide to ignore a behaviour displayed by one child but intervene and try to prevent another child from performing the same behaviour. This suggests that for each individual child we must apply strategies and adapt them as necessary.

Non-aversive techniques are often useful for recurring behaviours – some examples are:
- To distract, divert or redirect the pupil
- To discover the cause of the behaviour and remove it
- To teach an alternative behaviour which achieves the same function as the problem behaviour (teach pupil to communicate desire to stop activity instead of up-turning table)
- To reinforce acceptable behaviours that are incompatible with the problem behaviour

Most difficult behaviour can effectively be dealt with by sensitive and consistent use of these techniques, sometimes combined with some fair sensitive and limiting voicing of disapproval. The level of interaction should be kept to a minimum and the staff should always be aware of the next step, should it be necessary – these would include diversions, rule reminders, positive directions, use of positioning in the classroom and proximity to the pupil.

Some behaviour that may appear 'naughty' are typical of specific developmental stages such as climbing or throwing and may last longer with pupils with severe learning difficulties – the behaviours may be a problem that needs working on. It is advisable for staff to discuss specific incidents and experiences and contribute to develop a consistent approach to managing the behaviours.

Anti-Bullying Prevention including cyberbullying.
To prevent or tackle bullying including cyberbullying our school community works together to create an ethos of good behaviour and appropriate use of technology, where pupils and staff treat one

another with respect because they understand this is the right way to behave.

* The strategies in this policy identify ways to promote good behaviour, deal with difficult or challenging behaviour and together with detailed guidance in the schools anti bullying policy detail our approach to preventing bullying from occurring.

Harmful sexual behaviour and Child on Child abuse

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. Harmful Sexual Behaviour encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults.

Child on child sexual abuse is sexual abuse that happens between children of a similar age or stage of development. It can happen between any number of children, and can affect any age group.

It is harmful to the children and young people who display it, as well as the people it is directed towards.

To prevent Harmful Sexual Behaviour and Child on Child abuse, Red Marsh School provide a safe environment, encourage pupils to 'Show or tell a trusted adult' if they are concerned or upset and promote healthy relationships. School have PSHE/ RSE developmentally appropriate sessions with pupils, so they understand what abuse is, and how they can 'Show or tell a trusted adult' if they are worried or concerned. School and agency staff are trained in identifying all signs of abuse and understand what action they should take if they are concerned. Parents can also contact school at any time if they are concerned.

Should an incident be reported, staff will:

1. **Follow our child protection procedures**, all staff will share concerns with a DSL

2. The DSL will fully investigate all reports. The DSL will refer to the Brooks Traffic Light Tool.

3. The DSL will discuss with parents and will identify any appropriate early intervention actions for all pupils involved

4. **If the DSL requires further advice they will take advice and then follow all recommendations from:**

   LCC - local child protection services.

5. If the DSL identifies that sexual harassment has occured, we would complete a risk assessment and begin a cycle of support for both victim and perpetrator.

6. If the DSL identifies that sexual Violence has occurred, they will,

7. **Report to the police as appropriate** (for example, if an allegation of rape, sexual assault or sexual offence is made). This should happen alongside a making a referral to children's or adult social care as appropriate, following local authority guidelines.

8. **Contact the Report Abuse in Education Helpline** if you work in a school setting on 0800 136 663 or by emailing help@nspcc.org.uk.

9. If a dynamic risk assessment identify perpetrator as not safe for others we would consider exclusion and hold an annual review to identify increased levels of support or more appropriate setting.

If a child is in immediate danger, school will contact the police immediately on 999.

See appendix 1. Harmful sexual behaviour and Child on Child abuse

Conduct Outside the school Gate

When a pupil is supported by school staff in the community all the principles laid out in this behaviour policy will be applied. In circumstances where a pupils' behaviour is reported to be inappropriate outside school time the parent/carer of the child will be contacted and the behaviour discussed.

Challenging Behaviour

There are some pupils with learning difficulties whose behaviour is considerably more challenging and for whom a Behaviour Support Plan will need to be formulated.

For the purpose of this policy, challenging behaviour is defined as any behaviour that is violent towards others, dangerous, self-injurious or socially unacceptable and regularly repeated and unresponsive to the strategies mentioned above.

The following stages should be followed:

1. The class staff should raise the problem with a member of SLT

2. The class staff should identify and prioritise problem behaviours and possible strategies for intervention (positive, whenever possible). It may be considered necessary to involve outside agencies – educational psychologist/ LD Team. Teacher should share concerns with parent.

3. The class staff should draft a Behaviour Support Plan using the school format

4. The class teacher should discuss and share the proposed plan with a member of the SLT

5. The Behaviour Support Plan must be checked with a member of SLT and shared with parents.

6. The class teacher must ensure the Behaviour Support Plan is shared and followed by all staff working with the pupil

7. All Behaviour Support Plan must be reviewed at annual review time or when necessary

Power to use Reasonable Force

Please see the Care and Control policy for further details.

Reasonable force should only be used as a last resort; however, it can be used to prevent any pupil from hurting themselves or others, from damaging property or from causing disorder. The decision

on whether or not to physical intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstance.

Pupils who may require positive handling as part of a behaviour management strategy must have a behaviour plan. All staff who use positive handling techniques are Team Teach trained.

In circumstances where staff are using positive handling techniques they must follow guidelines in the policy document Care and Control of pupils.

Reporting
All Behaviour Incidents must be reported as detailed in the school's Incident and Reporting Policy. This will be stored securely on CPOMs.

Multi Agency Assessment
If a pupil shows challenging behaviour over a stained period of time the school will support pupil, families and staff by ensuring multi agency assessments and meetings take place in order to provide additional advice and support around behaviour.

Searching, Screening and Confiscation
Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. For further information, refer to Searching, screening and confiscation at school - GOV.UK (www.gov.uk)

At Red Marsh School no item will be disposed of and items will be given to a member of SLT. These will be returned at the end of the day unless they are dangerous, where they will be handed to a parent or carer.

Weapons and knives and extreme or child pornography must be handed to the Police.

Removal from Classrooms
Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents/carers should be informed on the same day if their child has been removed from the classroom.

Removal should be used for the following reasons:
a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
c) to allow the pupil to regain calm in a safe space.

Exclusions from School

Where allowing your child to remain in school would seriously harm the education and welfare of your child or others in the school and prevent our school rules being achieved the Headteacher can take a decision to exclude a pupil, including any pupils above or below compulsory school age, from the school for a fixed period of days or permanently.

The process of exclusion is based on a legal framework that can be complicated to understand. Please contact Lancashire County Council website if you would like any help in understanding this process.

Pastoral Care for Staff

It is recognised that dealing with challenging behaviour can be stressful. Therefore the SLT ensure that all staff are trained appropriately to deal with challenging behaviour and support staff around all aspects of behaviour management.

NB. This policy complies with section 89 of the Education and Inspection Act 2006

This policy should be read in conjunction with:
Care and Control Policy
Schools Code of Practice
Incident and Reporting Policy
Emotional Health and Well Being Policy
PSHCE/ RSE policy
Online Safety Policy
Anti Bullying Policy
Health and Safety Policy
Safeguarding Policy
Teaching and Learning Policy
Single Equality Policy
Schools complaint policy available on request from school

The following documents have been used when forming this policy.

Behaviour in Schools (2022)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Searching, Screening and Confiscation (updated July 2022)
Searching, screening and confiscation at school - GOV.UK (www.gov.uk)

School Suspensions and Permanent Exclusions (updated September 2022)
School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

Use of Reasonable Force in Schools (2013)
https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Behaviour Policy	
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