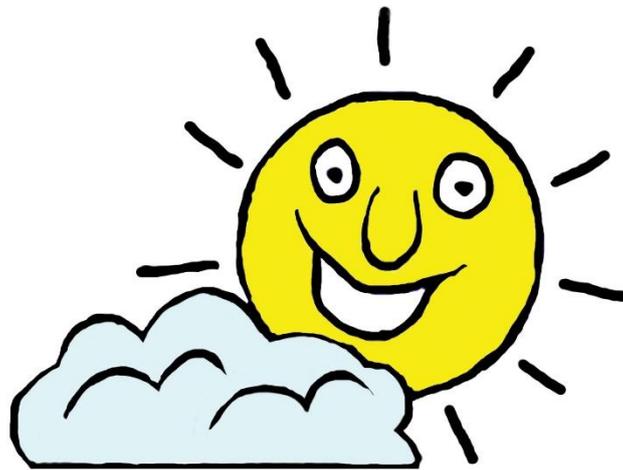# Portesbery School
Behaviour Policy

Portesbery School

A happy school where every one matters
and every voice is heard

Approved by: Nathan Aspinall (Headteacher)

Date: February 2022

Next review due by: February 2023

Contents

1. **Aims**

This policy aims to:

- o Provide a consistent approach to behaviour management
- o Provide a clear and consistent framework for how we manage behaviour throughout the school
- o Outline how pupils, staff, parents and governors are expected to behave
- o Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- o Outline our system for rewarding positive behaviour and achievements

2. **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- •   Behaviour and discipline in schools

- •   The Equality Act 2010

- •   Keeping Children Safe in Education

- •   Use of reasonable force in schools

- •   Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

'Challenging behaviour' is how we talk about a range of behaviours which some people with severe learning disabilities may display to get their needs met (Challenging Behaviour Foundation 2022).

Behaviours might be things like:

- Hurting others
- Verbal
- Self-injury
- Destructive behaviours
- Eating inedible objects
- Other behaviour that relate to self-care, intimate care, dignity and absconding that may put them at risk to themselves or others.
- Opting Out (by 'intentionally' sleeping) or 'leaving the learning', dropping to the floor

4. Peer on Peer Abuse and Bullying

4.1 Peer on Peer Abuse

It is important to recognise that abuse isn't always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'peer on peer abuse' and can include:

TYPE OF PEER ON PEER	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence or force
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF PEER ON PEER	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching or causing someone to engage in sexual activity without consent
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

All staff should be able to recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports in line with the Safeguarding and Child Protection Policy. Even if there are no reports of peer on peer abuse, it should be recognised by schools that this does not mean it is not happening, it may be the case that it is just not being reported.

Staff in schools and settings should understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing a 'pinch', 'push' or a 'bite' as 'it's just part of their disability' can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not receiving the support they need.

If a pupil has been affected by the behaviour/actions of another child- intentionally or unintentionally- then it is important that we carry out the restorative justice process appropriate to the child's needs. This could include social stories, an apology and re establishing positive relationships between the two students.

4.2 Bullying

Bullying is a type of behaviour, repeated over time, that intentionally hurts another individual or group. If left unaddressed, bullying at school can have a serious impact on a young person's mental health, self-esteem and ability to thrive in education.

Bullying can/may:

• 	Be physical abuse, such as: hitting, kicking, shaking, biting

• 	Be emotional abuse, such as: name calling, spreading rumours or social inclusion

• 	Involve intimidation or threats of violence

• 	Involve racial, sexual or homophobic abuse

• 	Be perpetrated by an individual or a group

• 	Take place online or via technology (cyberbullying)

• 	Be motivated by real or perceived differences

- Involve an imbalance of power

- Disproportionately impact children with SEN and disabilities

The pupils who attend Portesbery School often do not understand the impact that their behaviour may have on others and rarely have an intent to cause harm or upset.

How we manage incidents and allegations:

• All staff receive 'Understanding Behaviour' and 'Safeguarding' induction training when they start the school which is then updated annually.

• Parents are encouraged to share and report any concerns relating to peer on peer abuse and bullying in the first instance with their child's class teacher and then escalate to the Headteacher if not satisfied with the outcome.

• Pupils receive So Safe lessons where they are taught how to share their worries or concerns with their class staff/safe adults.

• All incidents of peer on peer are recorded on our online recording and reporting tool. These are monitored by the Behaviour Lead and Assistant Headteachers.

• Pupils who have been subjected or exposed to challenging behaviour are supported using strategies that are personalised to their ability and understanding.

• All incidents are dealt with on an individual basis and strategies to support pupils are very student specific.

• Symbolled behaviour expectations in class eg. good sitting, good listening, be kind

• Governors to be familiar with this policy, and provide robust challenge around Behaviour and Attitudes section of the School Development Plan.

5. Roles and Responsibilities

5.1 The Governing Body

The governing body will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation. This is done by school visits, discussions with the Behaviour Lead and termly health and safety visits, feedback at Governing Body meetings.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with incidents, and will monitor how staff implement this policy to ensure Positive Behaviour Support Plans (PBSP) and Code of Conduct are followed consistently.

5.3 Staff

Staff are responsible for:

• Attending behaviour induction training

• Provide a calm, consistent approach

• Modelling positive behaviour

• Providing a personalised approach to the specific behavioural needs of particular pupils

• Liaising and creating a Personal Behaviour Support Plans, communicating and sharing with parents around developing strategies.

• Following agreed strategies identified on Personal Behaviour Support Plans

• Implementing this behaviour policy consistently

• Recording behaviour incidents accurately using Sleuth

• Reporting and recording of accidents through the agreed method (see First Aid Policy)

• Act in line with our Equality Policy & Single Equality Scheme, Safeguarding and Child Protection Policy, Staff Code of Conduct and Whistle Blowing policies as well as all policies listed in Section 16 where appropriate

The Senior Leadership Team will support staff in responding to behaviour incidents and provide opportunities to share and learn from incidents to prevent and reduce a reoccurrence through significant incident debriefs and near miss incidents, the latter are taken to Governors to discuss and review learning.

5.4 Parents

Parents are expected to:

• Work proactively with the school to help identify their child's needs and be proactive in developing consistent strategies between home and school. These may feed in to a Personal Behaviour Support Plan.

• Support their child in adhering to the pupil's symbolled behaviour policy

• Inform the school of any changes in circumstances that may affect their child's behaviour

• Discuss any behavioural concerns with the class teacher promptly

• Support the strategies as agreed in Personal Behaviour Support Plan.

• Engage fully in supporting and maintaining a consistent, positive approach to behaviour.

6. **Pupil code of conduct**

Pupils know that Portesbery School has a high expectation for appropriate behaviour. We recognise that due to having severe learning difficulties it may be hard for them to understand generic rules. We therefore have things in place to help pupils understand the high expectations through:

- Having access to the symbolled version of the Behaviour policy

- Social stories

- Rule reminders-verbal, symbols, lanyards and Makaton that either they and/or staff members use

- Symbolled behaviour expectations in class eg. good sitting, good listening, be kind

7. Rewards and Consequences

We believe in nurturing a positive behaviour approach at Portesbery School and do this through:

- Praise

- Stickers

- Golden time in class

- Rewards in class

- Rewards and positive praise from Senior Leaders and special people around school

- House Tokens

- Star of the week assemblies

- Social stories

- Rule reminders

- Symbolled behaviour policy

- Personal Behaviour Support Plans

There may be times when consequences are enforced but this will be in line with a PBSP

8. Sexual harm and Harassment/ So Safe

Due to the pupils at Portesbery School having severe learning difficulties it is important to manage any incidents of sexual harm and harassment in a way that is appropriate to the person committing the sexual harm or harassment and also to the person who has been on the receiving end of it.

Many of our pupils have difficulty in understanding concepts such as public and private. They may also display difficulties with managing their emotions and feelings.

Although incidents of the above nature may occur, we have to be aware that the intent behind the behaviour may not be the same as we may see in a mainstream setting and needs to be managed in a way that is appropriate to the needs of the pupils at Portesbery School and on an individual basis.

We teach about how to keep self and others safe from such instances through our So Safe Programme. The premise behind this approach is consent. The So Safe Programme teaches children who they can speak to if they are worried or have experienced a case of Sexual Harm and/or

Harassment within in school or outside of school. Please refer to the Relationships and Sex Education Policy for more information.

The school will ensure that all incidents of sexual harassment and/or harm are met with a suitable and individualised response, and never ignored.

The school's response will be proportionate, considered, supportive and decided on a case-by-case basis. If an incident has happened within school, all parents/guardians will be informed through a telephone call by a DSL/class teacher as appropriate.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing and can be found in the Child Protection and Safeguarding Policy.

9. Off-site Behaviour

We expect a high standard of behaviour from our pupils when off site and attending an Educational Visit. However, we recognise that our pupils may struggles when in an unfamiliar environment therefore the following measures are in place to ensure the pupils are well supported. If there is an incident then there are clear measures in place to report these and learning can be reviewed. These can be found in the Educational Visits Policy.

Off site, staff are expected to:

• Follow the Educational Visits Policy and the Staff Code of Conduct at all times

• Have clear objectives for undertaking the visit, complete and receive approval via Evolve before the visit commences which includes a robust risk assessment referencing pupils who have Personal Behaviour Support Plans

• Model positive behaviour at all times

• Ensure any pupil's Personal Behaviour Support Plans are followed and that pupils have their communication aids/a way to communicate when they are off site.

• Ensure pupils are treated with dignity at all times

• Hand out cards (contact Portesbery School for further information cards) to members of the public should they be wishing to help with a pupil who is displaying challenging behaviour

• Report, via evaluation on Educational Visits forms, any incidents which have occurred so a review of learning can take place and further measures put in place to reduce risk of reoccurrence.

10. Allegations

We acknowledge that due to the children at Portesbery School having severe learning difficulties there are challenges in how an allegation against pupil of staff is communicated.

• However, we take all allegations against staff seriously (whether it is raised by a pupil, parent or staff member) and details of how we deal with allegations can be found in the Disciplinary and Capability Procedures

.

Please refer to our Child Protection and Safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

11. Pupil support

Portesbery School is pupil centred and we focus on the individual needs of each pupil in a holistic way. We ensure there is a positive culture towards behaviour management around the school and there is a calm consistent approach embedded.

Our approach to pupils who have challenging behaviour is centred around their individual needs and their communication by:

• Having a named Behaviour Lead on the staffing team who is also a Designated Safeguarding Lead

• Ensuring staff receive training in understanding behaviour as part of their induction

• Embedding high expectations of behaviour across the school and students understanding this through the Symbolled Behaviour Policy.

• Having discussions with parents/carers and staff and having a Family Support Lead who can work with families to implement strategies at home as well as at school. Our Family Support Lead is also our Behaviour Lead ensuring consistency between approaches at home and school.

• Risk assessing behaviour and teachers developing Positive Behaviour Support Plans. These are displayed in class so they are accessible to anyone working with the pupil.

• Staff CPD/ Behaviour Lead attending class meetings for advice on strategies and ensuring One Page Profiles reflect pupil need and staff practice.

• Seeking advice and support from the school Mental Health and Well being Lead

• Ensuring appropriate communication and behaviour strategies are in place such as PECS, Communication aids, Intensive Interaction, Sensory Integration, Zones of Regulation and Scerts, Attention Autism and TEACCH. We ensure these are in place by regular Learning Walks, Teaching and Learning Observations and regularly reviewing the PBSPs. Much of this information can also be found on the pupil's one page profile.

• Ensuring an engaging and motivating curriculum is in place that includes Skills for Life, Outdoor Learning and Wellbeing so that pupils want to participate in their learning. Our aim is to encourage the development of independent, self regulated young people by the time they finish their education at Portesbery School so that they can be safe and manage their own behaviours when they leave. The Senior Leadership Team ensure this is in place by regular learning walks and Teaching and Learning Observations.

• Ensuring So Safe is followed within the curriculum so that pupils learns to keep themselves safe.

• Liaising with therapists- such as Occupational Therapists, Speech and Language Therapists, Play Therapist, Music Therapist, Reflexologist and Head Massage Therapist to ensure the pupil has access to what they need to remain in an accessible place to learn

• Seeking external support from professionals such as Educational Psychologists, Social Services, Primary Mental Health Workers, Early Help, CAMHS/Mindworks.

• Weekly Safeguarding meeting attended by the DSL Team including the school nurse, so that they discuss any concerns raised/recorded on individuals- such as a change in behaviour.

• Staff recording behaviours on Sleuth as agreed within the policy as to how/what data is being collected. This is includes collecting data in the 'recording week' once a half term. All behaviours of peer on peer abuse/ sexual harmful behaviour are recorded as they occur

• Staff recording on to CPOMS any sudden changes in behaviour at any time

• Carrying out Significant Incident Debriefs from incidents that have occurred or escalated in order to learn from them to prevent a similar situation happening again.

• Using Pupil Premium to support strategies and interventions to ensure pupils have what they need to regulate their behaviour so they can keep themselves and others safe and being in an emotional space where learning can take place. This may be equipment or provision.

12. Restrictive Physical Interventions

In order to prevent/reduce risk, in some circumstances (this may be planned and agreed or an emergency) , staff may use reasonable force to restrain a pupil to prevent them:

•   Hurting themselves or others

•   Damaging property

Incidents of physical restraint must:

•   Always be used as a last resort

•   Be applied using the minimum amount of force and for the minimum amount of time possible

•   Be used in a way that maintains the safety and dignity of all concerned

•   Never be used as a form of punishment

•   Never be used to force compliance

•   Be recorded and reported to parents

More information on this can be found in our Restrictive Physical Intervention Policy

13. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will record on CPOMS if there is a change in behaviour and these will be highlighted at weekly Safeguarding meetings with the Designated Safeguarding Leads.

We will consider whether a change in pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy.

14. <u>Pupil Transition</u>

To ensure a smooth transition into Portesbery or to the next year:

•   Pupils receive a home visit prior to starting school

•   TAF meeting are held where need is identified or requested

•   Pre visits to school and talks with professionals to establish a good understanding of pupil's needs

•   Pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings where a pupil overview is completed.

•   Teachers meet in September (Post transition) to discuss initial issues and ensure transition has been smooth

•   Teachers call parents within first 4 weeks of transition to ensure good communication and gain their perspective on their child's transition and discuss impact on behaviours

•   To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

15. Training/CPD

Our staff are provided with training on managing behaviour.

As part of their induction, all staff receive:

•   Training on Positive Behaviour Management

•   Primary Staff receive training Positive Touch

•   Secondary Staff receive Safety Intervention Training, including proper use of restraint.

Behaviour Management will also form part of continuing professional development including class specific training delivered by our training lead.

Positive Touch and Safety Intervention Training is updated annually by our Behaviour Lead and external staff who work for Surrey Services Children's Academy

Staff are trained in how to use Sleuth at the level appropriate to their need by our Behaviour Lead

16. <u>Links with other policies</u>

This behaviour policy is linked to the following policies

- o Child protection and Safeguarding policy
- o Staff Induction and Probationary Period Policy
- o Staff Code of Conduct Policy
- o Equality Policy & Single Equality Scheme
- o Attendance Policy
- o Continuing Professional Development Policy
- o Pupil Privacy and Dignity Policy
- o Disciplinary and Capability Procedures
- o Whistle Blowing Policy
- o Early Years Policy
- o Pupil Premium Policy
- o Health and Safety Policy
- o Relationships and Sex Education Policy
- o First Aid Policy
- o Educational Visit Policy
- o Restrictive Physical Intervention Policy
- o Positive Touch Policy
- o Spiritual, Moral, Social and Culture Policy
- o Exclusions policy