



# Behaviour for Learning Policy

**Under process of review to reflect changes to the whole school approach to supporting behaviour, using the PBS Competence Framework**

Students at Pield Heath School believe the following about behaviour:

'I think behaviour is good '  
Miranda B VBC C

'We respect one another'  
Barnaby B VBC B

'We sit nicely in lessons'  
Jason P YR 6

'We stay together as a group'  
Tre C YR 10

<b>Date of Policy:</b> Jan 1998
<b>Review Dates:</b> Dec 2000/Sep 2004/June 2007/Jan 2009/Sept 2012/Dec 2013/Dec 2015/Dec 2017

# POSITIVE BEHAVIOUR POLICY

## Principles

At Pield Heath House School we are particularly concerned with positive behaviour. We believe that positive behaviour needs to be carefully developed. We understand children and young people learn best when they are given clear guidelines and when they are continually and consistently encouraged.

We aim to do this by identifying:

- What we believe are the benefits of positive behaviour
- What we mean by positive behaviour
- How we encourage positive behaviour in school
- How we discourage inappropriate behaviour

This Behaviour Policy has been designed by the staff, parents and students of Pield Heath School to be an aid towards making our school a safe and caring place where everyone feels secure.

This policy runs in conjunction with the Team Teach approach, the school's Physical Intervention Policy, Safe School Policy, Safeguarding Policy, Anti-Bullying Policy and our Support System. It has been created to bring together the different aspects of safety in a holistic whole school approach while creating a caring, developmental and supportive environment.

## The Benefits of Positive Social Behaviour

### **Students**

- Learn what positive behaviour means
- Learn to care for one another
- Learn the value of friendship
- Develop self confidence
- Do as well as possible in their school work
- Realise the consequences of their actions upon others

### **Staff**

- Teach effectively with few behaviour problems
- Meet the needs of all students
- Make positive contacts with all parents
- Develop personally and professionally

### **Parents**

- Feel confident that their children are growing personally, socially and academically.
- Know that their son/daughter will receive support when they need it
- Feel welcome in school to discuss their son/daughter's progress in a positive atmosphere.

### **Procedures - What we mean by Positive Behaviour**

By positive behaviour we mean that everybody in school is: (see classroom rules)

- Careful and kind
- Polite and friendly
- Helpful to each other

This behaviour is encouraged in every area of school activity and students are helped to recognise examples of positive behaviour at all times.

If however any child finds these general aims difficult to understand we will help them by making these behaviours clearer, more specific and more suited to their individual needs.

### **Practices - How we encourage Positive Behaviour - Rewards**

- Emphasise the use of prevention as a behavioural strategy, as opposed to waiting for the behaviour to occur.
- Recognise and highlight positive behaviour as it occurs ensuring all students are praised for behaving well.
- Give positive feedback and encouragement.
- Explain, demonstrate and model the behaviour we wish to see.
- Encourage students to be responsible for their own behaviour.
- Reward individual students and groups of students for behaving well.

We believe that positive behaviour should be recognised through awards of privileges and rewards. Such rewards and privileges may include:

- Stickers, plus points
- Positive letters home
- Special responsibilities
- Public praising e.g. Assembly
- Team points

The positive behaviour of a whole class or team may also be recognised by:

- Class parties and activities
- Special outings.

Students at Pield Heath School support the use of rewards and highlight the following as most motivating:

- 'Getting plus points' Yr 10 student
- 'Wearing our own clothes' Yr 10 student
- 'Getting certificates at Assembly' Yr 8 student
- 'Getting Student of the Week' Yr 12 student
- 'Getting the Jack Petchey Award' Yr 12 student
- 'Going on special trips' Yr 13 student

## **Challenging Behaviour - Behaviour Management**

To aid student's behaviour staff need to understand the reasons behind them. All staff undertakes training in Team Teach which looks at functions of these behaviours and the language behind them.

Often individuals with learning disabilities and behaviours of concern can use them as a means of communication or to achieve a goal, i.e. hit to get attention, or to say I don't want to do this. The function of the behaviour helps staff to understand and analyse it and help the student to prevent or replace it with a more appropriate action.

Team Teach points to the fact that behaviour is driven by Feelings, and Feelings are affected by Experiences. The emphasis is to look at spotting the early warning signs and divert students away from a developing crisis as soon as possible. Staff, the tutor team and the Inclusion Coordinator work hard at establishing positive relationships with students to get to know and understand their specific behaviours. This is evident in student risk assessments, behaviour support plans and support and intervention plans.

Staff are taught through Team Teach various positive handling techniques to deescalate situations however in extreme circumstances restrictive physical interventions may be required to ensure student and staff safety ( see Physical Intervention Policy ).

Examples of Positive Handling techniques – calm talking, change of face/environment, options offered, and humour.

## **Stopping Inappropriate Behaviour - Sanctions**

Occasionally students may forget our aims for positive behaviour and be inconsiderate towards others. We have agreed to try to prevent this from happening by:

- Reminding students of the school's aims.
- Acknowledging positive behaviour.
- Ignoring misbehaviour as far as possible.
- Using a range of Positive Handling techniques as suggested in students RABSP

Sometimes this may not be enough and, depending on the situation, it may be necessary to deal with persistent inappropriate behaviour by:

- Giving effective reminders of appropriate behaviour.
- Separating the students within the class.
- Time Out (see BILD suggestions below)
- Separating the student from the class (referring to the Tutor, Inclusion Coordinator or Associate Head)
- Contacting parents to discuss ways of helping the student to improve his/her behaviour - use of the Communication Book.
- Drawing up a contract or individual behaviour programme which will encourage the student to learn appropriate social behaviour in school. (This will always be done in conjunction with parents.
- Formulating strategies in the Tutor and Inclusion Teams.
- Using the RABSP to record strategies and key behaviours.
- Refer to the school's classroom rules which are displayed in each room.

Students at Pield Heath School support the use of sanctions and highlight the following as most effective:

- 'Losing a star from chart' Yr 6 student
- 'Getting a sad face on chart' Yr 8 student
- 'No student of week certificate' Yr 12 student
- 'Losing 5 minutes of club time' Yr 12 student
- 'Having to take Time Out' Yr 13 student
- 'Losing a special time' Yr 13 student

*Here are some suggestions from the British Institute of Learning Disabilities (BILD 2009) on how Time Away (time out) might be used:*

- By preventing a person being involved in the activities which reinforce their target behaviour until the behaviour stops and the person engages appropriately.
- By asking/ instructing the person to leave the activity and return when they feel ready to be involved and to stop the behaviour they are displaying.
- Accompanying the person to another setting and preventing them from taking part in the activity they were undertaking/ participating in for a set period of time.

In very rare cases it may be necessary to require a student to be kept away from school - for example if there has been a serious physical attack on another person. This will only ever be considered after all other avenues have been explored. Very careful arrangements will be made to help any student returning to school after exclusion to behave appropriately.

#### **Issues surrounding sanctions**

- In adopting a Framework of Positive Behaviour Support, positive reinforcements will always be preferred to sanctions. However, on the occasions that a sanction is deemed appropriate to be a part of a RABSP or support and intervention plan, to be effective, a sanction must be: immediate and meaningful to the individual pupil.
- In using a sanction, the effectiveness of the sanction in changing the pupil's behaviour should be monitored and recorded, as well as a monitoring of the pupil's well-being.
- When using a sanction it is important to remember that a sanction only teaches "what not to do", a sanction does not teach "what to do". In other words, the sanction does not teach the pupil a better way to achieve what they wanted or what they wanted to communicate. Students should be challenged to change their behaviours.
- Sanctioning may lead to person-specific behaviour or sanction-specific behaviour. In other words, the pupil only demonstrates appropriate behaviour when the sanctioning staff member is present or a certain sanction is used.

**Restrictive Physical Interventions**

See Physical Intervention Policy

In extreme cases when the student or others are at risk the use of a RIP may be deemed necessary. Staff are trained (12 hour basic Team Teach course) to do this in a safe manner while maintaining the dignity of the student. Procedures are in place to ensure any restraint is strictly monitored and recorded (see appendix). Where possible, Team Teach Tutors and/or senior staff will monitor a situation. Parents will be informed on the day; a restraint form will be completed and if the student does not have a Support and Intervention plan in place this will be written in conjunction with parents and students. A de-brief with all staff involved will take place ASAP and any amendments to RABSP.

**Bullying** see [Anti-Bullying Policy](#)

Pield Heath is proud of its low level of bullying. However the school does not tolerate any form of bullying and should instances occur staff will use the system of sanctions in place. Students are taught tolerance formally through PSHE and RE and more discreetly in all lessons and tutor time.

**Child Protection** see [Safeguarding Policy](#)

Any instances of behaviour that raise issues of child protection will be passed to the Child Protection Officer and Assistant Principle immediately.

**Safe School** see appendix

The school operates a "Safe School" system where the school can be made safe from intruders or from dangers within. This can be when a student is unable to behave correctly and for their and others safety the doors to the teaching areas are locked. This is put in place by the Behaviour Team and removed as soon as all the school community is safe.

**Support System** see appendix

Strategically placed around the school buildings are Support Buttons. These are linked to pagers worn by the day's duty team. When pressed a member of staff will come to assist with behavioural, medical, toileting needs etc.

**Request for Support** see appendix

A student can be referred to the Inclusion Support for a range of reasons this can be done by teachers or assistants. Students can also be identified through the reporting procedures already in place. Referral forms are available in the staffroom.

## Field Heath Governors

### Statement of Principles to Promote Good Behaviour and Discipline

Due to statutory guidance from the Secretary of State, the Governors recommend that the Principal is supported in extending the School Behaviour for Learning Policy to include the following, should it be necessary:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for).
- The power to use reasonable force or make other physical contact.
- The power to discipline beyond the school gate.
- Pastoral care for school staff accused of misconduct; and what a multi-agency assessment should be considered for pupils who display continuous and disruptive behaviour.

## Appendix

<b>Documents to Support</b>	RABSP Classroom Rules SIP Daily Record Sheet Change of Behaviour Changes to Behaviour Support Plan MDT Referral form Safe school Support timetable Requesting Behaviour Support Student de-brief Post Incident de-brief PIL (Post Incident Listening)
<b>Recording</b>	Daily Record Sheet - Crib sheet for daily report Inappropriate Behaviour Incident Report Record of Restraint Recording Crib sheet Inclusion Meeting Inclusion Team Meeting Inclusion Team Lesson Observation
<b>Policies &amp; Procedures</b>	Framework for Behaviour Support Procedures – Support System, Restraints, Incident Reporting, Support Assistance Policy Anti-Bullying Policy Safeguarding Policy Physical Intervention Policy