



Behaviour Policy

Approved by School representative: Stephen Dowell

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RATIONALE

Aim:

Our school is one in which there is a climate where pupils enjoy learning, participate in activities, can access the curriculum and achieve high standards, this engenders trust and co-operation that foster the desire to learn. The staff of our school aim to offer a secure, enjoyable learning environment where expectations are clear, and conflict is minimised so that everyone's self-esteem can be enhanced.

Our behaviour support policy will support these aims by:

- showing and encouraging respect and tolerance for each other and the school.
- valuing the contribution of each person in the team.
- working in partnership with parents/carers/governors to achieve our aim.

We believe that:

- the encouragement and reinforcement of good behaviour is a matter of collective responsibility
- every pupil and adult has the right to feel safe and unthreatened by verbal or physical abuse
- pupils and adults should be fully aware of the consequences of behaviour which is unacceptable
- where pupils understanding is limited, we will work towards encouraging greater understanding and awareness

PURPOSES

PUPILS:

We expect that pupils will:

- respect other pupils in the way that they talk and treat each other
- show the same respect to adults
- respect all property
- look after one another by letting an adult know if they are worried about another pupil

There is a School Council which meets regularly to discuss school issues including behaviour.

STAFF:

Staff have a vital role to play as they are at the forefront of behaviour management, and responsible for the behaviour of their pupils. They have the closest knowledge of the pupils in their care and will wish to build up a relationship involving mutual support, trust and respect. Remaining calm even in difficult situations is essential, de-escalation may be achieved through clear and concise dialogue, use of symbols, or positive handling, shouting is not an option.

We expect that staff will:

- provide pupils with a good role model
- provide pupils with a framework of behaviour which supports the whole school policy
- positively reinforce examples of good behaviour, for example using the stars and merits system and individual class systems as well as verbal praise, stickers, certificates and other rewards (see appendix 1) as appropriate
- allow time for discussion about positive and negative behaviour
- keep clear records of positive and negative behaviour as appropriate
- keep parents fully informed about issues concerning behaviour either through the home/school diary, by letter, telephone or the Head Teacher depending on the circumstances
- keep the school Governing Body informed regarding issues concerning behaviour management through the head teacher
- acknowledge and value achievements at all levels
- consistently apply the behaviour policy throughout the school
- Provide a personalised approach to the specific needs of the pupils

PARENTS /CARERS:

We expect that parents will:

- be involved and support us in helping to meet our aims
- feel confident that everything is being done to make sure that their pupil is happy and safe at school
- be informed about and fully involved in every aspect of their pupil's behaviour
- Inform the school of any changes in circumstances that may affect their pupil's behaviour

GOVERNORS:

We expect that governors will:

- know that staff are constantly striving to provide a safe, happy and stimulating environment
- be fully informed of matters concerning behaviour and significant positive handling incidents
- support the Head Teacher and staff in the implementation of this policy
- play a full and active role in ensuring our aims are met

UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour is that which:

- makes anyone in the school feel unhappy or threatened
- prevents teachers from teaching and other pupils from learning
- damages school property

Positive Behaviour Support Plans (PBSP):

Future strategies for managing and supporting a pupils behaviour will be planned for using a Positive Behaviour Support plan. These are created after discussion and consultation with the Support for Learning team, class team and Head of Department. A Positive Behaviour Support Plan will provide targeted support and consistency of approach for an individual pupil. Where appropriate, short term positive achievable behaviour targets may be set. Once a plan has been written, parents/carers or the appropriate body will be consulted. [When the plan has been finalised and agreed, all staff supporting the pupil and parents/carers or the appropriate body will be asked to sign it. By signing the plan, all staff supporting the pupil and parents/carers or the appropriate body are agreeing to adhere to its contents. If any staff supporting the pupil, parents/carers or the appropriate body choose not to sign the plan the school will write an individual risk assessment for the pupil to ensure they and all staff supporting them are kept safe at all times. All staff supporting the pupil and parents/carers or the appropriate body will be informed that a risk assessment has been written and will receive a copy.](#)

REWARDS (see appendix 1)

When giving rewards to pupils we always make clear why we are rewarding with the intention of making the pupil properly aware and of sending signals to other pupils. We know that effective praise helps the pupil appreciate how his/her achievement is helped by his/her own attitude; it acknowledges effort, focuses attention on relevant behaviour and fosters intrinsic motivation. Rewards we give include:

- approving look, nod, wink, smile
- private praise
- public praise
- stars/merits/pennies
- stickers
- certificates
- informing parents/guardians
- displays and many more

SANCTIONS/CONSEQUENCES

When dealing with pupils behaviour we are conscious to always maintain a pupil's self-esteem and that it is the behaviour that is unacceptable never the pupil.

Wherever possible we encourage negotiated sanctions/consequences that match the offence. Therefore, in discussion with the pupil we:

- check by asking the pupil that they understand what has happened
- establish s/he knows the behaviour was unacceptable
- explore the effect that behaviour has on others
- examine strategies for avoiding the same situation in the future
- encourage pupils to think of or offer some alternative strategies
- problem solve

Initially these should be class-based:

- rewarding the positive behaviour of others
- teacher's proximity to offender
- use of LSW to support / work with offender
- use of warnings (e.g. cards / names on board)
- time-out / moving offender
- class detention during break / lunch

Then school sanctions/consequences should apply:

- time out
- use of buddy system
- time out with the Support for Learning team

Serious Incidents

- teacher needs to judge the level of danger (risk assessment) and act accordingly, (danger to pupil, others, staff, equipment, or buildings)
- remove pupil from situation or remove situation from the pupil if necessary get support if required
- allow offender (and staff) to calm down. Either use buddy class (see appendix 3) or telephone the reception office for support
- at end of session, speak to pupil and record incident on Sleuth, The Milestone Schools online behaviour recording/tracking system.
- pupil's parents informed
- should a pupil need further reinforcement a meeting with parents will be arranged

Prohibited Sanctions

The Children's Act 2004 specifically prohibits the use of the following:

- corporal punishment
- deprivation of food or drink
- the use or withholding of medication, medical or dental treatment
- intentional deprivation of sleep
- requiring pupils to wear distinctive or inappropriate clothing
- the restriction of visits or communication
- the use of accommodation to restrict physically the liberty of the pupil
- imposition of fines
- intimate physical searches

POSITIVE HANDLING

Milestone staff are trained in using Team Teach positive handling techniques. The fundamental principle of Team Teach is de-escalation. Team Teach supports that positive handling should only be used as a last resort and when all de-escalation techniques have proved ineffective.

Team Teach training is designed to minimise risk and help people build and maintain positive relationships. Team-Teach training is affiliated to The General Services Association and its courses have been accredited (2006, 2009, 2012) by the British Institute of Learning Disabilities and The Institute of Conflict Management (2015, 2018) Team Teach training is valid for 3 years

At The Milestone School, we have 3 members of staff who are tutors, two to advanced level. They deliver training courses on a monthly basis. Tutors receive refresher training every 12 months.

All members of school staff have the power to use reasonable force to:

- restrain a pupil at risk of harming themselves through physical outbursts
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

(DFE circular Jan 2016 Behaviour and Discipline in Schools)

Reasonable force is using no more force than is necessary based on the individual pupil and circumstances.

If positive handling is used, it must be reasonable, proportionate and necessary.

Despite creating the right environment, providing pastoral care and opportunities for counselling, the nature of some of our pupils means that there will be times when challenging behaviours occur.

In all cases where positive handling is necessary, minimum reasonable force should be used to exercise your 'duty care' to the pupils and should only be used as a last resort. Team Teach approved holds should be applied by trained staff. In the event of a physical attack on yourself, you have the right to defend yourself though withdrawing to a safe distance might be the best option whilst ensuring that other people are safe. Positive Handling, which may be reasonably expected to be used at The Milestone School, will be either in the context of pastoral care or as an intervention in a challenging situation.

Positive Handling during challenging situations:

When using physical intervention, the minimum level of force required is the maximum permissible.

Team-Teach techniques seek to avoid injury to pupils, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the pupil remains safe.

After physical intervention:

- the pupil should be given time and a safe place to recover his/her composure
- counselling, in terms of talking through what has happened, should be offered to both pupils and staff. Where appropriate, pupil's comments will be recorded on sleuth and a reflection sheet completed with the pupil
- the pupil should be supported in re-joining his/her class.
- where physical intervention has been used in challenging situations, this must be recorded on sleuth within 24 hours and parent/carer informed. The date, staff member making contact and the time a parent/carer was informed must be added to the comments box on sleuth

Episodes of challenging behaviour

In the event of outbursts of uncontrolled aggressive behaviour, every effort will be made to de-escalate the situation and calm the pupil. A positive behaviour support plan will be written to support the pupil with any ongoing episodes of challenging Behaviour.

Liaison with parents

Where a pupil is in danger of permanent exclusion possibly following several fixed term exclusions, it may be necessary to arrange a series of meetings to review the pupil's behaviour and develop strategies for improvement. These will require the support of the LA and will therefore be part of a Positive Behaviour Support Plan. The Support for Learning Manager to convene meeting with Parents and any professionals working with the pupil. It is important that these meetings do not replace the EHCP process.

The PBSP must have:

- precise and realistic behaviour to work towards
- targets broken down into fortnightly tasks
- rewards for meeting targets and punishment if certain behaviours occur
- an agreed length of time e.g. 16 working weeks
- a review at least halfway through

The pupil should be offered support from a Mentor or specialist support if appropriate. The school may consider a managed move to a new school

Exclusions

Only the head or acting head may exclude when:

- a pupil has seriously broken the school's behaviour policy and the school has tried other ways to improve a pupil's behaviour and these have failed.
- if a pupil stayed in school it would seriously harm the education and welfare of themselves or others.

The Head will:

- give the pupil a chance explain what has happened.
- gather all the facts and use firm evidence, before exclusion.
- take into account the school's equal opportunities policy and any harassment of the pupil (racial or sexual)
- inform parents as soon as is practical (generally by phone) about the exclusion and their rights.

Within one school day the head will send a letter to parents clearly stating:

- the reason for exclusion.
- the date the exclusion starts and duration.
- how the pupil can continue their education arrangements for setting and marking work.
- their right to state their case to the discipline committee (and how), who to contact, and the final date for a written statement
- the phone numbers of someone in the LA who can advise you

The Head Teacher will arrange for the following to be informed/completed:

- Chair of the LAB
- Head of Department
- Class Teacher
- Support for Learning Manager
- Milestone Admin Staff
- School Transport Department at the Local Authority
- exclusion paperwork
- appropriate letters and forms

Following a period of exclusion parents/carers will be asked to attend a re admission meeting with the Head Teacher where behaviour targets will be discussed.

The maximum number of exclusions allowed in any one year is forty-five days. Permanent exclusion is the final sanction but a managed move, through PSP/ EHCP process to a new school is always the preferred option.

PROHIBITED ITEMS

Searching for prohibited items can be carried out by the Headteacher and nominated staff who have been authorised to do so. These searches can be carried out without consent and within the parameters of the guidelines 'Prohibited items' are defined in Behaviour and Discipline Guidelines 2016. The school has a handheld scanner that will be used in order to screen pupils for prohibited items.

Power to search without consent for prohibited items, including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'.

RESOURCES

The Support for Learning Manager to support staff in implementing individual programmes for pupils.

Support for Learning Staff to support targeted pupils. Access to the Psychology service.

Interdisciplinary meetings to support pupils, parents and staff.

Emotional development sessions

Access to counselling from familiar staff possibly external to the class

Interventions Team who support needs of individual pupils

EQUAL OPPORTUNITIES

Equal opportunity is the right of everyone to equal chances and each individual is respected for who they are, regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality.

RACIST INCIDENTS

All racist incidents should be reported to the Support for Learning Team and recorded on sleuth. The Support for Learning team will ensure the appropriate action taken is proportionate to the incident.

Health and Safety issues are described fully in the school Health and Safety policy, which forms part of the guidance issued by the Local Advisory Board. It is the responsibility of each adult to report Health and Safety issues without delay.

PROFESSIONAL DEVELOPMENT

All staff to have access to the relevant training provided by both internal and external speakers/trainers.

REVIEW:

In order to ensure effectiveness, the behaviour policy will be monitored and reviewed annually.

Reviewed: January 2021

Next Review: January 2022

APPENDIX 1

Rewards:

- Individual classes operate a positive small step reward system, where pupils are awarded positive rewards for achievement in any aspect of school life e.g. behaviour, attitude, effort, reaching set targets.
- Certificates for a range of achievements, including sporting activities.
- Recognition of success in assemblies, commendations for all who participate in any activity.
- Displays of good work around the school.
- Praise from the Head Teacher/Head's of Department for positive achievements.
- Praise and encouragement in lessons at all times.
- Internal certificates for achievement.
- Reward charts
- Internal rewards Time:
 - Choosing time in class/break
 - Time elsewhere i.e. sensory room/computer/soft play.
 - Buddy System (see appendix 3) i.e. help another class.

APPENDIX 2

Sanctions/Consequences

Description of behaviour	Examples of acceptable sanctions/consequences	By whom
Classroom behaviours needing modification e.g. rudeness, refusal to complete work, disputes etc.	Reprimands, losing break-times, withdrawal of free - time, 'Buddy' system, completing work in own time/lunchtime, time out etc.	Class Teacher / LSW.
Anti-social behaviour Unacceptable behaviour Disobedience Inappropriate play, Overall level of performance and attitude causes concern.	Reprimands, losing break-times, withdrawal of free - time, 'Buddy' system, completing work in own time/lunchtime, time out, time out with Support for Learning, parents informed etc.	Staff in consultation with class teacher / Head Of Department / Support for Learning.
Persistent negative behaviour	Parents contacted to discuss this at a mutually agreed time. Class meeting with Support for Learning team to discuss the need for a Positive Behaviour Support Plan.	Support for Learning Team, parents and class team.
Pupil involved in a serious incident, violent or aggressive behaviour towards, staff, pupils or property.	Pupils may have an internal exclusion away from the classroom. Pupils may be excluded for a fixed period (i.e.3 Days) at the discretion of the Headteacher.	Headteacher. Support for Learning Team

APPENDIX 3

Buddy System

This is based on a system of self-support of teachers by teachers. It is offered as an additional strategy to help in the management of behaviour.

The basic idea is for teachers to work in pairs to support each other with any difficulties that they may be experiencing.

This can range from a sympathetic colleague who is willing to listen and discuss alternative strategies, to a place where a pupil who needs to be removed can be sent/taken. It can be used as a positive reward for pupils. The key element is for the class teacher to remain in control of the situation. This empowers the teacher rather than giving a sense of failure.

The fine details of how this system is to be used is arranged between the individuals involved. This promotes communication between staff.

This arrangement is based on the theory that poor behaviour is often "situation specific". Therefore, teachers are paired across key stages to provide a different environment within the school situation. Only one pupil should be escorted to the buddy class during any one lesson.

The personal safety of all pupils is paramount and the support of the Head Of Department / Support for Learning Team should be sought for pupils with unpredictable / aggressive behaviour. A brief behaviour profile of class members should be provided by teachers for their Buddy Class.

This system has been set up as an additional strategy. It is to be used by the teacher as and when they feel it useful and in a way that they have negotiated with their Buddy Class. It does not replace any of the current systems.

By supporting each other we enable the total support for the pupils to be more effective

Buddy classes are also encouraged to develop social links to foster good relationships between both staff and pupils.