



pathfield
SCHOOL

Inspiring interaction

Behaviour Management & Physical Intervention Policy

Adopted by Governors	Vanessa Billing
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Policy/Procedure checked by/date	Claire May Adam James September 2017

Pathfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy will support, promote and be applied with due regard to the requirements of the **SENTIENTRUS**
inspire • empower • enable

Quality relationships between pupils and adults are at the core of the ethos and culture of Pathfield School. These relationships can only be built and sustained through providing pupils with the tools and strategies to develop positive behaviour, making it manageable for all pupils and staff of Pathfield School to learn and grow together. Therefore, the whole staff is required to follow our codes of conduct and rules of procedure.

We have a duty to make reasonable adjustments to environments, policies and procedures so that a behavioural need does not unnecessarily restrict opportunities. The Disability Discrimination Act 2001 still applies when behaviour is the disability. Our policy follows the Department for Education's guidance on what to include in a school's behaviour policy in light of the recent changes introduced by the Education Act 2011 and acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with Special Educational needs.

Our values, recognising each individual's abilities and potential, support the development of personal behavior within society's structure. The purpose of this policy is to share our agreed values and provide written guidance for all staff to work together to achieve our behavioural aims.

At Pathfield School we aim to:-

- respond with reasonable actions that are proportionate to need, ensuring passive physical intervention is used only within reason and in proportion to individual need
- create a safe and secure environment for all pupils and staff that encourages and reinforces positive behaviour so that effective learning and social development can take place
- consistently support individual needs to encourage positive behaviour and co-operation
- ensure our schools' expectations and strategies are widely known and understood
- ensure pupil's learning and participation in school life is not restricted by behaviour
- ensure a flexible approach when supporting individuals in developing positive behaviour by using a range of strategies
- analyse the function of the behaviour
- enable each pupil to develop an appreciation of basic moral values, a sense of self control, self discipline and an acceptance of responsibility for their own actions, enhancing self-esteem and maturity
- encourage pupils to recognise and respect individual rights
- ensure the management of pupils is empathetic, consistent, fair and reasonable, treating everyone with equity
- promote acceptable role models and define acceptable standards of behaviour
- provide opportunities for success through work and play, promoting and celebrating the strengths and achievements of all pupils

Overall our objective is to promote behaviour to facilitate learning and the development of relevant social skills that allow pupils to participate fully in the life of their home, school and community.

Rights and Entitlements of Pupils

All pupils have a right to:-

- feel valued by staff
- experience a teaching and learning environment which is supportive and where pupils' efforts are recognised, encouraged and celebrated.
- feel safe in an environment which meets their intellectual, physical, emotional, social and spiritual needs.
- a school which recognises rights and responsibilities and where respect for others is paramount.
- engage in choices and understand that choices have consequences.
- express their feelings in an open, honest and polite way.

Defining Behavioural expectations

For the aims of this policy to be achieved, it is vital that expectations of staff and members of Pathfield school are clear and consistent. Therefore, it is significant to define appropriate and inappropriate behaviour.

We define **Appropriate Behaviour** as:

- showing concern, care and respect for others
- recognising the right of others to learn
- accepting responsibility for their actions (within the individual pupil's ability)

We define **Inappropriate Behaviour** as:

- significantly disruptive or behaviour that is likely to compromise our young people's social and public integration
- significantly disruptive to activities that other people are engaged in
- socially unacceptable e.g. undressing in public. Culturally abnormal behaviours of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities.

Pathfields school does not tolerate **bullying in any form, this includes religious intolerance, racial comments or abuse gender discrimination.** Please refer to our Bullying Policy for further information.

Promoting Positive Behaviour: Practice

As a school, we will endeavor to co-operate and provide consistent practice to promote positive behaviour. It is the role of every member of staff to contribute to an environment which is supportive and conducive to learning. This can be achieved through establishing positive relationships, by accepting pupils as unique individuals, ensuring they experience success, by engaging them in exciting learning opportunities and celebrating their strengths and achievements. Encouragement and praise of courteous and appropriate behaviour is at the forefront of our practice. Staff will admonish the behaviour, not the individual, remaining mindful of the unique challenge each pupil experiences.

Individual class teachers are responsible for planning lessons driven by pupil's interests, to achieve maximum chance of engagement. This can be achieved by careful differentiation and personalisation, matching expectations of work to pupil's ability. Teachers will observe and analyse individual and class behaviours, modifying the classroom environment and arrangement carefully, in an aim to minimize disruption.

The cohesion of all staff in the deliverance of this consistent, firm and fair approach will create a positive learning environment and nurturing atmosphere for pupils to thrive.

Parental support in our school ethos is crucial to the overall success of our pupil's progress. We will strive to aid parents to:

- Ensure their child attends school regularly, so work and behaviour patterns can be established and maintained.
- Speak in confidence to the teacher about any concerns and if appropriate to make an appointment to speak to the Head Teacher.
- Communicate any significant changes in home circumstances, their child's behaviour at home or any other factors which may impact the expected behaviour of the child to the school

Parents will always be informed when their child's behaviour is causing serious concern.

MANAGING BEHAVIOUR

Strategies to support positive behaviour

The emphasis of the management of behaviour at Pathfield School is in encouraging pro-social behaviours using positive incentives and rewards.

It is important that pupils' take responsibility for their own behaviour and their ability to exercise self-control, where they are able, and that they take as full a part as possible in monitoring the management of their own behaviour.

The behaviour support team at Pathfield School will support with a range of strategies to be considered for implementation if a behaviour or behaviours give concern.

Recognising Achievement

Formal Recognition

- praise and encouragement will permeate the entire life of the school.
- important aspects include recognising individual (or group) achievement in assembly.
- certificates can be issued for the pupil's Record of Achievement.
- letters to parents to congratulate pupils on their achievements.
- special visits and outings.
- extend the parameters of trust, e.g. unsupervised time.
- Governor Certificates/Awards.
- Awards of money can only be given as part of an organised competition – by Governors or outside agencies.
- merit systems, e.g. smiley faces in younger classes, privileges for older pupils.
- in circle time/tutorial time or during plenary discuss achievement and good work.
- reporting to parents via home/school book.
- recording in pupil file.

Within each class the staff has the flexibility to reward pupils in the most appropriate way.

De-escalation techniques

Despite attempts to create and sustain a positive environment, on occasions our pupils may demonstrate problem behaviours. At these times, staff will use de-escalation strategies in line with whole school annual Passive Intervention and Prevention Training (PIPS). This may include the use of:

Positive verbal strategies

- Proximity praise highlighting the behaviours you want to see.
- Referring to past success
- Expectation of conformity
- Specific praise
- Challenging the behaviour not the child
- Attuning and validating
- Offering choice
- Including pupil in the plan.

Positive non-verbal strategies

- Eye contact
- Positive touch
- Positioning yourself at the child's level
- Respecting the child's personal space
- Smiles and other non-verbal cues and signs

The type of staff interaction with pupils is crucial to limiting the frequency, duration and intensity of problem behaviours and to promoting positive behaviour growth in pupils.

Calm Space

Pupils at Pathfield School may have access to a suitable designated calm space during an incident of problem behaviour. This space may include an outside area such as the playground or the quiet room. During the use of a calm space, pupils will be supervised at all times. Pupils will be encouraged/guided to transition to a calm space independently and supported through preferred communication strategies.

Safe Holding

There will be times with a small number of pupils where some form of passive physical intervention will be necessary if they are to avoid harming themselves, others or property. At Pathfield school passive physical intervention is used only:-

- when it is considered to be the most appropriate and in the best interest of the child
- when staff have good reason for believing that immediate action is necessary.
- when all other courses of action have been used or the situation has developed so rapidly and to such a degree that passive physical intervention has to be employed as the only justifiable response.
- Passive physical intervention will not be used to punish, cause or threaten harm, or to oppress, threaten, intimidate or bully.

- For some pupils a passive physical intervention may be planned for and will be detailed in their Behaviour Care Plan & agreed by parents / carers
- Where appropriate, pupils will be involved in the process to write a BCP
- Parents will be informed when a problem behavior involving their child has required the use of a passive physical intervention

Passive physical intervention must be reasonable and proportionate in line with legislation and guidance (Education and Inspections Act 2006; Discipline, Behaviour and Exclusion).

Physical encouragement

At times, physical encouragement may be given by a staff member to help pupils to access and engage with a learning task. An example of physical encouragement is hand over hand support. This technique involves an adult placing their hand over the hand of the pupil, and manipulating the hand of the pupil physically. Physical encouragement differs from a behaviour management technique in that it is used to support a pupil's learning and understanding, not to address problem behaviour(s).

However, there may be occasions when physical encouragement is appropriate to address behavioural issues. At this time a pupil may be guided and supported to move towards a different area. This is applicable when physical encouragement will provide the pupil with opportunities to best access learning and/or personal care routines.

Physical encouragement can only be used with the permission of the pupil and should not be used if a pupil becomes distressed or physically unwilling to cooperate.

At Pathfield School developing independence skills is a key to supporting our pupils as they progress towards adulthood and therefore physical encouragement should only be used on a time limited basis while pupils develop skills to ultimately access their learning independently.

Promoting Positive Behaviour: Procedures

Promoting positive behaviour is the responsibility of staff, pupils and parents of Pathfield School. To achieve successful outcomes it is important to have a clear and effective procedure for assessing, managing and monitoring problem behaviours.

In the classroom, teachers will:

- Oversee and manage the recording of incidents of problem behaviour(s) for pupils within their care on appropriate behaviour logs, uploading these to SIMs for weekly monitoring.
- Write a Behaviour Care Plan (BCP) in line with school policy and share with Behaviour lead and parents. Parents are informed and involved.
- Provide the Headteacher with a finalised copy of the BCP, to be approved.
- Inform all relevant staff of the BCP strategies, in order to maintain consistency.
- Record any passive physical intervention in the Bound and Numbered Book (red book). Any injuries that occur during a behavioural incident, whether accidental or through the use of a RPI, should be recorded in the accident book and in more serious cases reported to Devon County Council through the incident reporting form.
- Provide suitable guidance and modelling of strategies to support staff.
- Review BCP's as and when necessary, taking into account significant changes for the pupil (as a minimum requirement, plans will be reviewed annually).
- Transfer the BCP to the next class, when pupils move.

It is imperative that all staff follow the guidance of a pupil's BCP.

Throughout the wider school, leaders will:

- Be available to offer advice and support in debriefing staff following significant incidents of problem behaviour.
- Monitor and analyse individual pupil behaviour logs and SIMs entries (Behaviour Lead & Senior management)
- Review Behaviour Care Plans, Communication Plans and Risk Assessments to ensure they are appropriate and effective, when problem behaviours meet specific thresholds set out by the *Behaviour Support at Pathfield* document

- Set annual targets for behavior support as part of the School Development Plan.
- Plan, provide and deliver Continuing Professional Development training and workshops for school staff and parents.
- Monitor and analyse every Red Book entry (Headteacher).

Parents

Parents will always be kept informed when there are any behavioural changes and when problem behaviour incidents cannot be resolved using general de-escalation strategies. Parents will be involved according to the pupil's BCP or as planned by the parent and class teacher. Parents will be informed of any incident(s) involving the use of a passive physical intervention and their child.

Reporting to Governors

Behaviour and Safeguarding will be reported on a half termly basis to full Governors.

Staff should also be aware of:-

Devon Safeguarding Board [Positive Behavioural Support Guidance](#)
Devon County Council Policy For Setting The Standards Of Acceptable Behaviour

This policy should be read in conjunction with other Pathfield School policies and procedures including:-

Safeguarding,
Intimate Care,
Health and Safety,
Manual Handling,
Behaviour Support and Use of Restrictive Physical Intervention
Code of Conduct,
Bullying