



## Understanding Behaviour Policy

### 1.0 Philosophy

Pond Meadow school expects a high quality of behaviour and response to school life from all in our school community.

We recognise that many of our pupils will need support to develop skills in appropriate behaviour. This support may be short or long-term.

We believe that all behaviour is a form of communication that has meaning and function for the individual. It is important that all our staff recognise that pupils have the right to request: attention, escape, and sensory stimulation. Pupils need to be taught the skills that allow them to communicate their needs and express themselves appropriately.

### 2.0 Aims

To provide:

- Praise and recognition of appropriate behaviour in all pupils.
- Clear, meaningful and consistent boundaries.
- A calm, structured and predictable environment.
- Up-to-date knowledge of pupils' method/s of communication available to all working with them.
- Direct teaching of appropriate behaviour.
- Up-to-date knowledge of pupils' health available to all working with them.
- Support and training from the Senior Management Team (SMT) and colleagues that will help staff to reduce their risk being hurt by challenging behaviours for example, during their induction from the deputy and class team, the Understanding Behaviour policy, annual refresher sessions and at pupil specific meetings. Examples of this training is knowing how to reduce an individual's anxiety and recognising that our pupils' challenging behaviours are not intended to impact upon their class team.

### 3.0 Equal Opportunities

Pupils who have challenging behaviours will not be disadvantaged. For example, a pupil who is unable to take part in a concert in a hall will be offered that experience in a smaller space and group size.

### 4.0 Code of Conduct

Whenever possible, pupils will contribute to developing their class rules. For example, to create their own internet safety tips.

The lower and upper school councils will be asked to support staff with developing and updating this policy.

All staff have read and signed the staff Code of Conduct Policy.



## 5.0 Rewards

Appropriate and improving behaviour is encouraged and acknowledged throughout the day with rewards tailored to each individual. For example, immediate signed and spoken praise followed up with an assembly certificate, immediate spoken praise and a token added to their “working for” board.

## 6.0 Sanctions

If appropriate to an individual’s level of understanding a limited and clearly defined range of disciplinary measures may be used. Possible sanctions are to be discussed with the Deputy before being used. The Headteacher must be made aware of all sanctions used in a behaviour report sheet and sanctions must be written up in the sanction book. Both must be done on the day the sanction is used.

Exclusion is the final sanction and is only used after serious consideration and consultation between the Headteacher, parents and governors.

## 7.0 Challenging Behaviour

Behaviour is deemed as challenging when it is impairing a pupil’s access to the curriculum in ways such as:

- Inability to stay sitting for more than a couple of seconds
- Constant escaping behaviour
- Being extremely passive
- Being aggressive towards others
- Self-injurious behaviour
- Frequent loud vocalisations

The management and remediation of challenging behaviour/s will be an individual’s educational priority.

Specific individual behaviour strategies will be planned and implemented by the teacher with the support of the Senior Management Team (SMT), parents/carers and class team.

If a pupil’s behaviour means that they are unable to work calmly in their classroom they will be supported to request or be offered other areas to work or to calm down; such as a library area or the meadow and then supported to re-engage once able. If a pupil is unable to leave their classroom the other pupils will move to work in a library area or group room.

Pond Meadow does not currently use restrictive physical intervention (RPI) as part of behaviour management. If, through monitoring an individual’s behaviour sheets and ongoing risk assessment strategies, the SMT, class team and parents/carers should feel his or her behaviour had changed to indicate that RPI may be required, as they present a significant risk to themselves or others, the appropriate training would be provided. Wherever possible, with regard to an individual’s cognitive ability, they would be part of this discussion.

Surrey County Council does not advocate the routine use of RPI and states that the use of RPI should only ever be as a last resort following the application of other appropriate strategies and only ever be used as an act of care and never as a punitive measure. Of central importance are the human and legal rights of everyone involved, staff and children alike.

All staff, whether trained or not, including temporary or agency staff, may use reasonable force to physically intervene in an emergency or to defend themselves in circumstances where they have a genuine fear of being injured or believe a child or young person or indeed any adult may be at risk.



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An effective risk assessment procedure together with well-planned preventative strategies will help to keep the emergency use of restrictive physical interventions to an absolute minimum. However, staff should be aware that, in an emergency, the use of force may be justified, for example, if it is reasonable to use it to prevent injury or serious damage to property.

A calm and measured approach to a situation is needed and members of staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the child or young person.

Even in an emergency, the force used must be reasonable. It should be commensurate with the desired outcome and the specific circumstances in terms of intensity and duration. Before using restrictive physical intervention in an emergency, it should first be considered if physical intervention can be avoided by evacuating other children and staff from the vicinity of the risk. The person concerned should be confident that the possible adverse outcomes associated with the intervention (for example, injury or distress) will be less severe than the adverse consequences that might have occurred without the use of a restrictive physical intervention.

All restraint must be brought to the attention of the Head teacher on the same day using the behaviour sheet and written up in the restraint book. The Duty Manager must be called to support staff if it is thought that restraint may be required. Examples of restraint are: physically blocking a pupil who suddenly runs towards a moving vehicle or locking a pupil's wheel chair if they were about to put themselves in a dangerous situation.

## 7.1 Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms for instance, cyber-bullying and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Emotional bullying can be more damaging than physical.

## 7.2 Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Any form of bullying by Pond Meadow school pupils or staff is unacceptable.

Bullying and cyber bullying are very unlikely to occur within our current pupil population. Pupils can feel intimidated and threatened by a peer's behaviour but this is usually unintentional. Staffing levels in each class allows for pupils to be removed from such situations as required.

If bullying occurs, pupils will be protected from the individual and the bully will have a behaviour strategy put in place to support them to develop appropriate social skills.

As part of the school's Communication and PHSCE teaching, all pupils, as far as is possible for them, are taught to express themselves with both negative and positive requests, comments and opinions and to request help from a range of people. Whenever possible, pupils are taught to understand how actions, speech and signs affect others. E-Safety teaching gives those pupils who are able to learn, the skills to share and tell their concerns.



## 8.0 Role of all School Staff

- Provide excellent role models by respecting all pupils, colleagues and visitors and by asking for and offering help.
- Use clear and appropriate levels of spoken language backed up with augmentative communication, at all times with pupils.
- Provide varied opportunities where pupils can practice their social skills.
- Always listen to/observe all pupils' communication including their body language and demeanour and pass on any changes or concerns to their line manager or Designated Safeguarding Lead as appropriate.
- Always be approachable and show pupils they will be listened to.
- Provide informed guidance to individuals.
- Have up-to-date knowledge of the pupils they work with.
- Contribute to precise recording of a pupil's behaviour.
- Keep parents/carers well informed.
- Support and encourage their team members.
- Teachers and their team will keep up-to-date records using the:
  - Behaviour report form
  - Individual behaviour risk assessment and current intervention sheet
  - Observation forms

The Headteacher and deputy responsible for behaviour will review this paperwork and bring any concerns to SMT meetings so that next steps can be agreed.

## 9.0 Role of Parents & Carers

Parents and Carers are encouraged to:

- Be involved in their child's /young person's behaviour strategy.
- Support the school in an agreed strategy.
- Share events or issues that could affect their child's/young person's behaviour within school.
- Share their child's/young person's home behaviour patterns with school.

## 10.0 Role of the Governors

Governors are involved in all aspects of this policy and receive a termly summary of pupils' behaviour. The Chair of the Children and Learning subcommittee has the prime role to oversee and report back on this policy's implementation and effectiveness. Governors will take part in learning walks to enable them to see at first hand pupils' behaviour and how it is supported and managed.

This policy was written with reference to the following documents:

- Touch and the use of restrictive physical intervention when working with children and young people Policy and guidance for Surrey staff 2016
- Guidance for safer working practice for those working with children and young people in education settings October 2015.
- Preventing and tackling bullying Advice for head teachers, staff and governing bodies. March 2014
- Cyberbullying and children and young people with SEN and disabilities: guidance for teachers and other professionals SEN and disability: developing effective anti-bullying practice.



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Please also see the:

The Safeguarding and Child Protection Policy, Health and Safety Policy, Staff Code of Conduct and Ending Bullying & Harassment policy.

Updated 1/2016  
Updated 2/2017  
Review due 1/2018 or sooner if required.