



Promoting Positive Behaviour Policy

(School discipline and anti-bullying policy)

Governors' committee normally reviewing:	Full Governing Body
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Positive Behaviour Policy

NB This policy should be read in conjunction with the safeguarding policy.

1 Ethos

- 1.1 Cherry Garden School seeks to promote and maintain a positive ethos for its pupils. This policy aims to define the safe, healthy and calm environment in which pupils have the opportunity to learn unhindered by the behaviour of others and recognises that some pupils need protection from their own behaviour.
- 1.2 As a school, all staff promote constructive relationships with all pupils. We recognise that many pupils due to their learning differences will need support throughout their school life to develop and enjoy such relationships. We believe that many pupils who display behaviour deemed 'inappropriate' have not yet learnt more effective and appropriate ways of communicating. We, therefore, seek to provide a positive teaching environment that enables all pupils to learn meaningful ways of communicating their needs.
- 1.3 It is recognised that the contribution and input from the parents/carers is important at all stages of any pupil's schooling and especially so in the area of behaviour.
- 1.4 The school also has embedded in its philosophy the desire to recognise and celebrate all positive behaviours
- 1.5 We believe that some behaviour can evolve when pupils' needs are not being met. We endeavour to provide a stimulating learning environment to address this.
- 1.6 All members of the school community are guided by this promoting positive behaviour policy, and are expected to respect its boundaries.
- 1.7 In accordance with the school statement on training and development staff will be offered appropriate training and it is all staff's responsibility to ensure that they are confident in managing pupil behaviour. Specific training in the CPI approach to physical intervention is used and targeted staff are trained in this method. (see physical intervention policy)

2.0 Assessing behaviour

It's important to assess why the child is exhibiting difficult behaviours before formulating a behaviour plan. Record sheets looking at the what happened before the behaviour and after the behaviour (Antecedent Behaviour Consequence sheets - ABC) are vitally important to help analyse any patterns in behaviour and any reasons for this behaviour. Information from the assessment sheets is then used to inform the strategies used in the behaviour plan along with discussions with the parents and further investigation if required.

CPOMS entries are made to record behaviour concerns and these are discussed with the behaviour lead to determine whether amendments should be made to the behaviour plan.

3.0 Positive behaviour strategies

3.1 Our approach is centred around the below philosophy.

Care- Respect, dignity, empathy, child-centred

Welfare- Maintaining independence, choice, wellbeing

Safety- Protecting rights, minimising harm

Security- Safe, effective, collaborative relationships

3.2 Behaviour strategies

All staff are expected to ensure children access positive strategies to support, which should be underpinned by use of communication systems, giving all pupils opportunities to develop self-regulation skills.

It is important that our approach is preventative, not reactive. A multi-agency approach supplements this approach and pupils access a curriculum which is individualised. There is not an exhaustive list for strategies, staff are expected to create bespoke strategies based on the above principles and guiding philosophy.

3.3 The Crisis Development Model

On occasions where preventative strategies do not work and children start to escalate their behaviour, staff are trained around the theory of the Crisis Development Model (See Appendix 1). This theory helps adults understand what approach to apply, based on the ongoing understanding that behaviour influences behaviour, and staff must try to apply the correct approach to reduce risks to the child, other children and staff members.

4.0 What are challenging behaviours

4.1 The school views risk behaviours as those which;

- places the person or others in physical danger
- prevent participation in appropriate activities
- isolates the child from his/her peers
- affects the learning and functioning of other pupils
- drastically reduces the person's opportunities for involvement in ordinary community activities.

In all such strategies, staff recognise that the purpose of their use must be fundamentally to benefit the pupils involved. They will not be used solely as classroom management strategies (e.g. remove a 'disruptive' pupil from an activity for long periods of time in order for the activity to run smoothly). In addition, staff will employ these strategies with the knowledge that the following acts are not acceptable in this school.

- ◆ Shouting at pupils or using ones presence (other than in an emergency when the pupil's immediate attention is required in order to protect their own or others safety) to force a child to comply solely out of fear.
- ◆ It is not permissible to lock a pupil in a room by themselves.
- ◆ Denying pupils access to drinks and meals available during the school day.
- ◆ Corporal punishment – including hitting, slapping, shaking, pinching and any act that would involve 'the deliberate use of hurt by physical force as a means of warning against stopping or retrospectively sanctioning unwanted behaviour'. (Education Act 1986).

5.0 Teaching and learning approach

5.1 The fundamental principle in supporting pupils is knowing each child and what helps them individually.

- ◆ Total communication approach

Every child needs a means of communication in order to express their wants/needs throughout the day. For example, Makaton, PECS (Picture Exchange communication system), communication books, and objects of reference. Consistent use of communication systems throughout the day will enable pupils to have a better understanding of what is expected of them and help every child express their wants/needs thus reducing any frustrations they may be experiencing. Modelling of Makaton, touch cues, OOR (Objects of reference), clear gestures and augmentative communication systems books need to be implemented consistently by all adults throughout the day to help pupils understand and predict what is happening.

Staff will be responsive to the children's' needs by being in tune with their expressions and will always help them express themselves (share emotions) within a safe and nurturing environment.

- Clear communication and boundaries

Staff need to maintain clear and consistent boundaries to ensure the child is clear about what is expected. Language used by the adults needs to label the appropriate behaviour expected i.e. say 'walk slowly' rather than 'don't run'. Always focus on what behaviour you want to see rather than on the behaviour you don't want to see. The word 'no' should be avoided as this does not teach the child what is an appropriate alternative. For example 'stop – look at the book' is being clear about what is expected.

◆ Interactive teaching approach

Building up a meaningful shared relationship with the child will help them feel secure and trusting of the adults around them. Use of 'Intensive interaction' should provide more opportunities for 'positive interactions' and is a successful tool in building up trusting relationships with adults.

◆ Excellent teaching

It is vital that curriculum activities are well differentiated in order to meet the wide range of needs and interests in the classroom. Pupils that are motivated by the activities are more likely to remain on task thus reducing risk behaviours. For some pupils with short concentration spans they need a sequence of shorter activities to complete to remain on task, or opportunities to be active or engage in sensory breaks. Some pupils require additional teaching approaches such as

- TEACCH
- Sensory diet
- Intensive interaction
- Additional physical activity
- Shorter more frequent changes in activity
- Make a deal
- Play based approach

Zones of regulation

Pupils who have a higher level of understanding are supported to recognise their feelings and develop strategies to stabilise their emotions via the 'zones of regulation approach'.

6.0 Individual Behaviour plan

The trigger for drawing up a behaviour plan is a professional judgement by the behaviour lead and class teacher based on the frequency and severity of incidents. In general, if a child's behaviour has a significant barrier to effective learning and/or is putting the child or others around them at risk of injury or harm, a behaviour plan is likely to be put in place.

This needs to be drawn up with the class team, agreed and signed by the Headteacher, behaviour lead and parent/carer.

The behaviour plan needs to be reviewed at least on a termly basis with the whole class team. Any amendments are added and sent home to be re-signed at the end of every term.

7.0 Parent partnership

It is imperative that the school work closely with the parents in helping the child regulate his own behaviour. If a child requires a behaviour plan we consult with the parents informally through phone conversations or arrange a meeting in school. This ensures any successful strategies can be shared between home and school.

If any serious behaviours of physical aggression and/or bullying behaviour occur the school will be in regular contact with the parents/carers in order to work together to reduce any concerning behaviours.

Parents/carers are kept informed through the home school book of any changes in strategy and get feedback on the child's behaviour on a regular basis. (min. weekly basis).

Access to the educational psychologist is also available as well as referrals to CAMHS who work more specifically with the parents. Permission from parents needs to be given to access these services.

Parents need to sign and agree the behaviour plan including any 'physical interventions' used.

8.0 Staff training and support

All new staff receive an induction which includes 'Promoting Positive Behaviour' policy. All staff receive training in recording incidents. Teachers receive training in devising a 'behaviour support plan' with initial support in devising a plan and appropriate recording of incidents.

Based on assessment of behaviours (ABC charts) the class teams meet and draw up a behaviour plan together. Strategies need to be made public to all other involved staff (e.g., midday meals supervisors, kitchen staff, bus escorts, therapists, students etc.). This is normally done by sharing strategies at a whole school staff meeting and the MDMS to join the teacher on a separate occasion.

The senior leadership team or behaviour lead will support individual teachers and class teams by reviewing the behaviour plan with the teacher and/or class team in meetings, where needed.

There are occasions where staff may need 'time out' of class to reflect where a very difficult incident has occurred and this will be provided for.

Midday meal supervisors join MDMS meetings on a half termly basis where behaviour support is available or separately with the class teacher. Whole school training is available approximately every three years on promoting a positive behaviour approach.

Preventing behaviours from escalating by using a wide range of curriculum initiatives help support positive behaviour.

All staff who have satisfactorily completed 'MAPA (Managing of actual or potential aggression)' training are authorised to use physical intervention. See Physical Intervention Policy for more details.

Occupational therapy referrals to review a child's sensory diet may be needed alongside regular whole school occupational therapy training on sensory diets. Referrals for music therapy can be made for children who may benefit from a more therapeutic support.

Educational psychology provide whole school training and intensive support for individuals with challenging behaviours across the school and CAMHS also provide support for individuals in the school and home setting.

9.0 Recording incidents

One off incidents where another child/adult has been injured to be recorded on the usual incident/accident form and given to the Headteacher/Deputy Head If nobody has been injured but staff have a cause for concern around behaviour, this should be logged on CPOMS and discussed with the behaviour lead.

Physical interventions must be recorded in a bound book which is in the HT office and discussed with behaviour lead. (See Physical Intervention policy)

A debrief should take place between staff and the behaviour lead or Headteacher following significant incidents. This is an opportunity to establish facts, understand what went well and what could be handled differently moving forward. It is also an opportunity to check in on staff and ascertain whether they would benefit from some extra support or training.

10.0 Equal Opportunities

10.1 Cherry Garden School is committed to a policy of equal opportunities and therefore supports the rights of all its' pupils, giving regard to their age, ability, gender and race, to be supported by this behaviour policy.

10.2 This policy endeavours to provide a common set of principles agreed and followed by all members of the school community. While some pupils may continue to have challenging behaviours that require long-term support, we recognise that it is the responsibility of all of us to seek positive ways of meeting such challenges. Above all, we aim to involve all pupils, whatever their needs, in positive learning experiences and wherever possible facilitate their independence in being responsible for their own behaviour.

11.0 Exclusions

It is extremely rare for a child to be excluded at Cherry Garden school. We always work closely with the Special Needs department and parents in order to find the best

outcome for the child. However if there was serious risk of harm to the child, other children or adults the school would use the option of exclusion.

Appendix 1 – IBP example

Cherry Garden School Individual Behaviour Plan
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Name	Date of plan	Planned date of review

Primary Interventions	
What works well for me or motivates me?	
What doesn't work well for me?	

Precipitating Factors	
What are my triggers?	

Preventative Interventions	
What do I do when I am anxious?	
What can be done to support me when I feel anxious?	
What do I do when I am defensive?	
What can be done to support me when I feel defensive?	

Risk Behaviours

Level of risk	Staff responses (non-restrictive and/or restrictive)
Low level	
Medium level	
High level	

Post Crisis Support	
What do I do after a crisis?	
What can be done to support me after a crisis?	

	Name	Signature	Date
Child (if appropriate)			
Parent/carer			
Headteacher			
Behaviour Lead			
Class teacher			