




Positive Behaviour Policy

Our Vision:

Achievement, Belonging, Celebration:
Valuing every child through fostering independence,
inclusion, trust and support.

Our Mission

Supporting our learners to develop holistic skills for life.

Reviewed by:	HT, Behaviour Lead, DSL
Ratified by:	Local Governing Body
Ratification Date:	5 th October 2023
Review Frequency: <i>Annual, Bi-Annual</i> (Subject to Academy Trust or national policy change)	Bi-annual
Review Date:	July 2025
Related Policies:	NSS Positive Handling Policy NSS Safeguarding Policy
Chair of Trust/Governor Signature:	
Equalities Impact Assessment date:	

Contents

	Our Vision	Page 1
	Our Aims	Page 1
	Behaviour principles adopted by school Governors	Page 1
	Behaviour for Learning	Page 2
	Our approach	Page 2
	Strategies	Page 2
	Management of behaviours that challenge	Page 3
	Step by step behaviour support	Page 3
	Physical contact	Page 3
	Risk of school placement breakdown	Page 4
	References	Page 5

Our Vision:

Achievement, belonging and celebration: valuing every child through fostering independence, inclusion, trust, respect and support.

Achievement: learners receive the challenge, care and support needed to achieve their potential

Belonging: we seek to challenge mind sets and help our learners to have a true sense of belonging in their school and wider community

Celebration: We celebrate our learner's success, every step of the way

Our Aims:

New Siblands aims to equip our learners with the skills they need for each stage of their life. These may be academic, social, physical, moral or spiritual. Learners will be supported to communicate, work with others, manage emotions, maintain relationships, and to be as independent as possible. We also prioritise good mental health and wellbeing, so learners have opportunities to engage in activities that will develop their self-esteem and confidence, and support them to feel part of the wider community they belong to.

In order to achieve these aims the school is committed to:

- Providing a broad, balanced, relevant and flexible curriculum
- Implementing the curriculum in a way that motivates, engages and inspires a love of learning
- Providing learning opportunities, and experiences outside of the classroom
- Ensuring meaningful inclusion is a reality
- Working in partnership with parents, carers and professionals to secure the best support for each pupil

All pupils who attend New Siblands School have an Education Health & Care Plan due to their complex communication, learning and sensory needs. As a result, there is an increased likelihood that some pupils will display some form of distressed behaviour during a typical school day. This policy therefore seeks to provide staff and other key stakeholders with clear guidelines for positive behaviour support.

Behaviour Principles adopted by school Governors:

- Pupils and staff have a right to feel safe, to be valued and to be listened to.
- Behaviour is a means of communication – we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems.
- Our learners want to behave well.
- With the right support and intervention, learners can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process and we recognize that all of our learners are at different stages of the developmental process.

- Teachers and class teams must be given the opportunity to learn, understand and have insight into why our learners become dysregulated, and reflect on how/why it impacts on their behaviour.
- Staff need to work collectively with our learners, their parents/caregivers and other professionals to develop strategies as part of a positive behaviour support plan to support them to self-regulate and manage their behaviour in a positive manner.
- Staff share a collective responsibility for the behaviour across the school. Good communication with regard to the appropriate and necessary approaches to behaviour management is essential.
- Strong relationships across the school lead to mutual respect and encourage positive behaviour
- We need to promote the welfare and wellbeing of all within the School community and seek to eliminate all forms of discrimination, harassment and bullying
- All success should be recognised and celebrated

- ☐ Fairness
- ☐ Flexibility
- ☐ Trust
- ☐ Compassion
- ☐ Respect
- ☐ Positive Relationships
- ☐ Communication
- ☐ Consistency

Behaviour for Learning:

Behaviour for learning at New Siblands underpins our school ethos. Consistent implementation of our best practice promotes positive learning behaviours. All staff are responsible for adhering to positive behaviour practices that promote pupils' ability to engage in and access their learning. This is based on the understanding that pupils learn best when staff are fair, flexible, trustworthy, compassionate, respectful, and consistent, model positive relationships and communicate effectively.

(New Siblands staff views from a values exercise during Team Teach Training)

Our approach:

We will start by considering what we know about a pupil's strengths & needs (including sensory needs), and how they respond to their environment. This contributes towards a problem solving approach to establish the function of the presenting behaviour and to implement effective strategies.

Parental/Care giver communication/engagement is essential throughout the process as they know their child/young adult best.

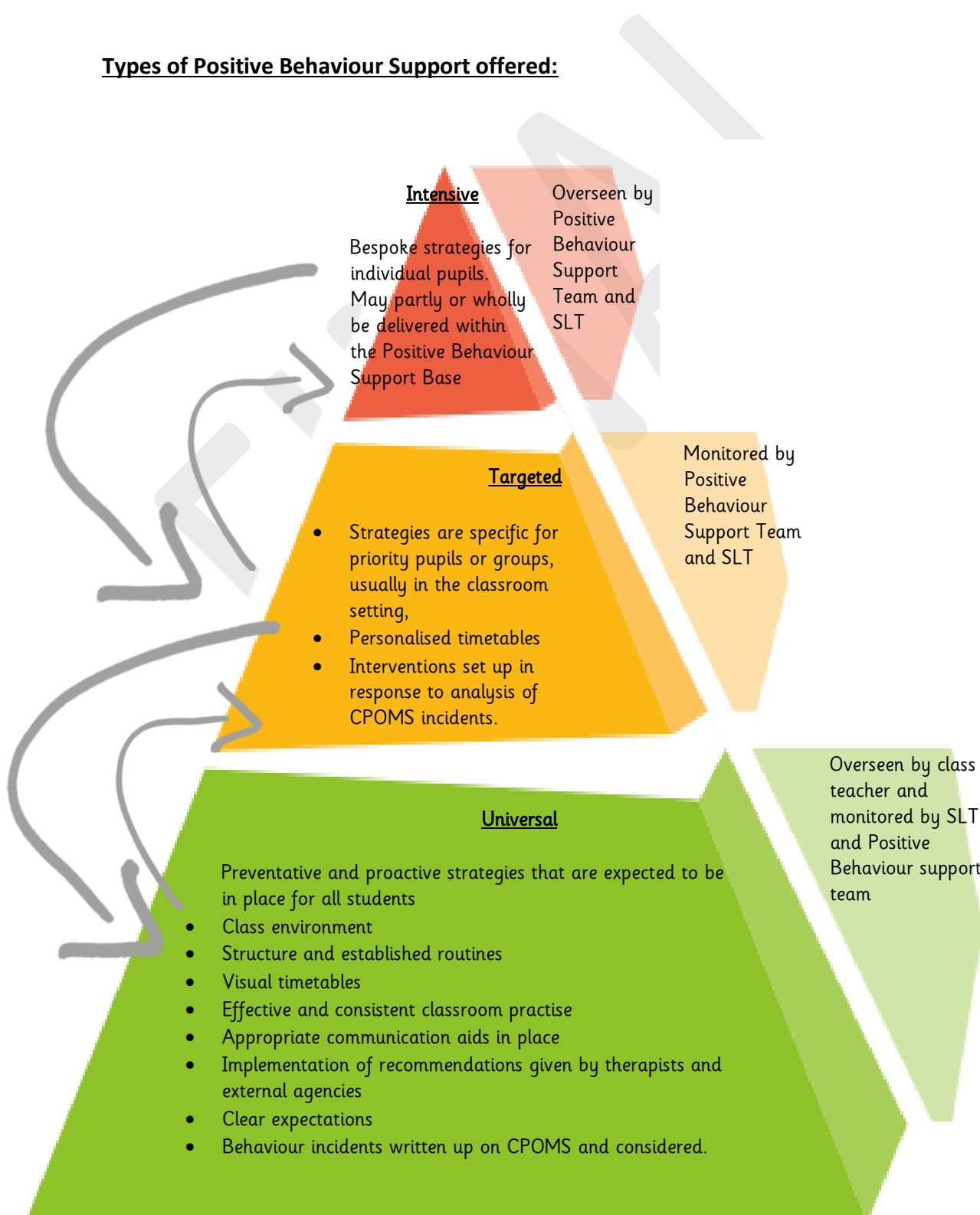
Behaviour has a function, and there could be a number of reasons for it. These may include difficulty in processing information, unstructured time, sensory differences, a change in routine, transition between activities, or physical reasons, like feeling unwell, tired or hungry. Not being

able to communicate these difficulties can lead to anxiety, anger and frustration, and then to an outburst of **distressed behaviour**. (National Autistic Society Website)

Strategies in our toolkit can be:

- **Universal:** strategies that are expected to be in place for all students, overseen by class teacher and monitored by SLT and PBSB team
- **Targeted:** strategies that are specific for priority pupils or groups. Implemented by class team and PBSB team, usually in the classroom setting, monitored by SLT or PBSB.
- **Intensive:** bespoke strategies for individual pupils displaying very serious behaviours that challenge, especially where there is risk of exclusion or school placement breakdown.

Types of Positive Behaviour Support offered:



Universal Strategies include:

Positive Behaviour Support (PBS) is an approach that is used to support behaviour change. Unlike traditional methods used, the focus is not on 'fixing' the pupil or on the behaviour that challenges itself, and never uses punishment as a strategy for dealing with behaviours of concern. PBS teaches alternative behaviour and changes the environment to support the pupil.

Proactive strategies are intended to make sure the pupil has access to strategies and approaches that support self-regulation, maintain low arousal, and lessen the likelihood of escalation. Examples of proactive strategies include:

- Sensory diets / regular sensory breaks
- Structured/ predictable routine
- Appropriate learning environments
- Visual Timetables
- Makaton
- Verbal praise and encouragement
- Reward systems, suited for each individual
- Certificates of achievement
- Weekly celebration assembly

Reactive strategies are designed to keep the pupil and those around them safe from harm. They provide a way to react quickly in a situation where the pupil is distressed or anxious and putting themselves or others at risk. Examples of reactive strategies include:

- Diversion / distraction
- Humour as de-escalation
- Not responding to, or 'ignoring' the behaviour

Classroom environments: The physical learning environment in which pupils are taught can have a significant impact on their behaviour.

New Siblands School sets high standards for the general appearance of classrooms and for their upkeep. There is a consistent appearance to all classrooms, especially in terms of visual clarity. A classroom with good visual clarity is one in which:

- Clutter is minimal on all surfaces, including the floor and tops of cupboards
- Visuals are used selectively on a 'need to be displayed' basis
- Furniture is thoughtfully placed to create smaller spaces and work areas for individual pupils to have work stations if required
- Equipment and materials are put away when they are finished with
- Coat and bag areas are neat and tidy
- Dirty dishes are washed up and put straight away
- Bright and busy displays are kept to a minimal, where appropriate

Management of behaviours that challenge:

The behaviours that challenge displayed by pupils at New Siblands typically fall within the following categories:

- Harm to staff or other students
- Damage to property

Behaviours that challenge are often perceived as a 'problem' or 'illness' to be treated, cured or stopped. This is not the way that behaviour is perceived at New Siblands. We believe that a certain behaviour is generally a rational response to adverse circumstances. Rather than view the behaviour as part of the pupil, we need to change what goes on around them, such as their environment or how staff support them. It is the responsibility of all staff at New Siblands to look beyond the behaviour, understand what the behaviour is communicating and then provide appropriate person-centred, holistic support to enable pupils to achieve their full potential.

Step by step behaviour support:

Prevent: Most of our time and energy goes into preventing behaviours that challenge from happening in the first place. We apply our knowledge and observations of the pupil so that we are aware of anything that might cause them to become dysregulated and could act as a trigger. It also means putting into place a range of proactive strategies that are known to assist the pupil to stay regulated.

Intervene early/ distract: As soon as a pupil starts to show signs of dysregulation, that's the time to act or step back and wait until the pupil has self-regulated. There is still time at this 'trigger' phase to prevent the pupil's dysregulation from escalating. Sometimes, providing a distraction at this point can prevent behaviour from escalating. This might include: doing something unexpected, like asking for help to complete a job around the classroom or fabricating a need to have something delivered to reception.

De-escalate: At this stage, staff need to use their in-depth knowledge to provide the pupil with whatever support they need in order to return to a regulated state. Wherever possible, the pupil ought to be involved in decision making about what they do or where they go. This might include: going for a walk, bouncing on the gym ball, biting on a chewy tube or jumping on the trampoline, or to be given some time and space in a clutter free area.

Make the situation safe: should staff have been unable to prevent, intervene early, de-escalate or distract, it is important to ensure the safety of everybody in the event that a pupil's behaviour becomes challenging. This might include: moving others, moving furniture, removing items that could be thrown or guiding the pupil to a vacant outdoor/ indoor space.

Physical Intervention: As a last resort, and only when all of the previous steps have failed, it might be necessary to physically support a pupil (using Team Teach approved techniques) in order to keep everyone safe. This must involve the minimum amount of physical intervention necessary for the minimum amount of time. We will record every physical intervention incident.

(See NSS Positive Handling Policy)

Targeted and Intensive strategies include:

Positive Behaviour Support plans are formulated when early intervention strategies in the classroom are not achieving changes in behaviour. A functional behavioural assessment will be undertaken in the first instance. This is a precise description of a behaviour, its context, and its consequences, with the intent of better understanding the behaviour and those factors influencing it. This analysis will result in:

- Identification of when and where the behaviour of concern is most likely to occur and when (based on CPOMS entries).
- Identification of the consequences that the behaviour of concern serves for the pupil.
- The situations in which it occurs and the consequences that maintain it.
- Identification of proactive strategies that seek to improve the quality of life of the pupil and reduce the likelihood of the behaviours of concern from occurring.
- Identification of appropriate reactive strategies (including physical interventions) that are to be implemented whenever behaviour of concern does occur in order to keep everyone safe

When the functional assessment is completed in conjunction with parents, a **Positive Behaviour Support Plan (PBSP)** is written and external support may be sought where appropriate. PBSPs are reviewed on a regular basis by all involved.

Physical contact:

The complex needs of our pupils means that physical contact between staff and pupils is necessary, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum, and to support their emotional regulation. All physical contact must be within public view, sensitively carried out and age/person-appropriate. (see NSS Safeguarding Policy / NSS Positive Handling Policy/ NSS Manual Handling Policy)

The Positive Behaviour Support Base (PBSB)

The positive behaviour base aims to:

- support New Siblands to be pro-active in managing pupils with significant behaviours that challenge, as well as preventing escalation of behaviours that challenge through early interventions for pupils and training and support for staff across the school.
- support staff wellbeing by ensuring the appropriate support is in place to respond to behaviours at an early stage to prevent escalation
- facilitate pupils to remain in their classroom settings for the maximum amount of time possible
- avoid exclusions and lead on support for pupils and families where there is a risk of school placement breakdown.

Risk of school placement breakdown

Sometimes pupils display very serious behaviours of concern over a long-term period of time. In these cases school will need to respond in order to ensure that the risk of harm to other pupils and our staff are considered very carefully and reduced as much as possible.

In deciding on next steps we will work with families and all relevant external agencies. Our aim will be to support the pupil and to avoid school breakdown or exclusion. We will deploy a range of strategies according to the individual.

We do not believe that exclusion is the most effective way to support learners with SEND and we will always try to adapt and personalise the provision for all of our pupils in order to ensure that they are able to access education. In extreme and exceptional circumstances, the Headteacher may need to exclude a pupil temporarily or permanently. However, we will take any step available to us in order to avoid this.

References:

NICE Guidelines ASD in Under-19s. Recognition, referral and diagnosis guidance 2017

Team Teach Ltd.

National Autistic Society

END.