Introduction

This document should be read in conjunction with:

- *Planning, teaching and assessing the curriculum for pupils with learning difficulties: General guidance* (QCA 2009)
- John Chilton School Curriculum Policy
- John Chilton School Teaching and Learning Policy
- John Chilton School Anti-Bullying Policy
- Personalised Learning Plans
- Positive Handling Policy
- Behaviour in schools Advice for Headteachers and school staff September 2022
- Keeping Children Safe in Education 2023
- Behaviour and discipline in schools Guidance for governing bodies 2017
- The Domestic Abuse Act 2021
- Use of Reasonable Force Guidance 2013

Please also refer to the school's separate **Statement of Behaviour Principles .**

The school aims to provide a positive and protected environment for the pupils, staff, parents, volunteers and visitors. The purpose of this policy is to give a clear code of conduct for the use of all at John Chilton School. It reflects the values and principles that we consider to be important, with pupil health and welfare at the core of our ethos.

The way in which a pupil behaves is an indication of their wellbeing and is recognised at this school as a form of communication. If a pupil is exhibiting challenging or inappropriate behaviours, then we must examine the purpose of the communication and adapt our environment or curriculum and implement appropriate interventions accordingly.

Parents will be made aware of changes in this policy and will be encouraged to contribute to its on-going development

John Chilton School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave. Our school response to misbehaviour and the relationships between staff, pupils and parents acknowledges that everyone is different and require different considerations. The school's approach to behaviour is easily apparent to anyone joining or visiting the school. John Chilton School ensure that everyone treats one another with dignity, kindness and respect.

This school policy that ensures that staff are regularly trained to a high standard and are proactive rather than reactive, use systems to track and analyse behaviours and their patterns and use this information to embed interventions that can prove impact,

led by SEMH Team and other professional guidance and involvement. Positive behaviour is also promoted through the curriculum.

In line with Behaviour in Schools Advice for Headteachers and school staff September 2022, we ensure that all behaviour responses and strategies are consistent and fair to help create a predictable environment. Many of our pupils require additional support to meet our school's behaviour expectations. Where possible, this support is be given consistently and predictably, applied fairly and only where necessary.

School vision and principles
At John Chilton School, we strive for the development of confident, motivated and independent learners in a sociable, safe and accessible environment; supported by communication and engagement between home, school and partnerships

In order to achieve this, the school adheres to a set of principles:

- To acknowledge that a strong parent-school partnership is essential for the success of this policy and to strive to promote this
- To provide an environment within the school that fosters the development of self-esteem, confidence and positive behaviours in our pupils
- To encourage pupils to accept responsibility for their behaviour and respect for themselves, others and the environment
- To enable pupils to be reflective, identify appropriate and inappropriate forms of behaviour and to make responsible choices
- To enable pupils to understand that there are consequences for behaviour
- To ensure that all pupils have a mode of communication which is known and understood; to reduce the use of inappropriate behaviours as a form of communication
- To emphasise positive behaviour and for staff to be positive role models
- To implement positive interventions for identified pupils who have difficulties in this area
- To commit to the ongoing professional development and skilling of a team of dedicated SEMH assistants working alongside the Learning Mentor
- To ensure that positive behaviour, personal development and welfare contribute to a priority area of the School Improvement Plan
- To regularly train and refresh all staff on positive behaviour principles

Guidelines
- Targets for behaviour are developed and monitored with input from parents, involved professionals and pupils. Pupils' EHCP outcomes are written to include social and emotional needs and strategies
- Parents and Multi-Disciplinary Team are involved in working with the school staff and pupils to resolve behavioural issues. The school provides workshops and training for parents in promoting positive behaviour and parenting skills.
- Achievements are rewarded and celebrated; a varied programme of age-related awards is in place.
- Individual positive behaviour programmes are developed when necessary, with a multidisciplinary team that take into account a pupil's learning, social, emotional and environmental needs. These are idiosyncratic to the individual and are developed alongside the pupil who can contribute their thoughts and ideas. The programmes

are regularly reviewed and analysed. Pupils may be on personalised timetables in order to develop their skills, self-esteem, confidence and resilience.

- The school has a team of dedicated SEMH assistants that work with the Learning Mentor to withdraw identified pupils for programmes and special time to develop positive behaviour. These staff have accessed additional training and support and disseminate this information to others.

- Staff try to identify the underlying communication / causes / functions of negative behaviours. Behaviour is assessed within the context in which it occurs and based on individual pupil's needs and abilities. Staff are encouraged and supported in looking at the behaviour of the pupil in light of their own behaviour and communications. Staff are made aware of how to promote positive behaviour through on-going training. Staff are expected to behave and support a pupil in a consistent manner according to the guidelines in their programme.

- The behaviour policy and strategies are underpinned by Zones of Regulation across the school

- Awareness of positive behaviour, relationships and the development of self-esteem is specifically embedded into the curriculum as well as through small group and individual positive behaviour packages and interventions.

- Recognition is given to the effects of disability on behaviour. Pupils are given opportunities to discuss their disability and enabled to recognise triggers or situations of challenge and given strategies to overcome them. Staff are taught how to support pupils with different medical needs or syndromes, and promote positive coping strategies.

- Pupils are actively encouraged and supported in taking responsibility for themselves, others and the environment around them. Pupil roles from Years 6-11 have been developed to increase pupils' independence, confidence and motivation.

- Positive behaviours are taught to replace inappropriate behaviours which has been reduced/ eliminated through replays (controlled re-enactment, sometimes with dolls, social stories) and negotiation. Pupils are encouraged to work together to resolve issues or difficulties and the ethos is restorative and resilient rather than punitive.

- Staff are encouraged to explore the triggers and patterns of behaviours and meet at end of days through the week to explore these and share best practice and encourage staff to be proactive rather than reactive and reflective on their own responses and feelings.

- The school utilises the services of a range of professionals to support pupils with specific issues. This includes a part time counsellor, Image in Action (a specialist Sex and Relationships Education Team for People with Learning Difficulties), a placement Art Psychotherapist Cases are also referred to the Educational Psychologist, Clinical Psychology and Social Services as needed.

- Clubs and some lunch time activities enable pupils to develop social, problem solving and thinking skills as well as how to use their leisure time and increase their knowledge of their own likes and dislikes. The organisation of the clubs decreases the likelihood of inappropriate behaviours at unstructured and less monitored times, by actively channelling the pupils' interests and time into learning new skills or socialising appropriately. At playtimes, pupils are encouraged and taught how to play and access activities; a set of resources and equipment is available for pupils who have significant physical difficulties in accessing independent play. Primary playtime finishes with self-regulating exercises, to enable the pupils to return calmly to the classroom.

- Pupils are actively encouraged to give opinions about the school through pupils' voice about the curriculum and options of themes, Annual Review contributions, circle time and School Council.

- The school logs and monitors behaviour concerns using software 'My Concern'. This helps analyse date and tracks triggers and patterns.

- Classes use visual prompts to support
- Staff received regular training from specialists across the school and MDT
- Classes meet specialists and discuss issues and any recent information on a regular basis

Motivators and Behaviour Management in general use

The school has a clear system of positive rules, incentives and sanctions that are known to all pupils, staff and parents. These are individualised for different classes and age groups. The School Council is involved in developing these. The school also engages in regular Restorative Justice session after behaviour incidents that aim to support pupils' understanding of consequences and how to repair relationships.

Phases 1 and 2

Incentives and Strategies (measures to promote and reward positive behaviours):
- Praise and encouragement
- Stickers, stars, tokens
- 'Star of the Week'
- KS2 Termly Effort Cup
- Class Monitor
- Activity choice times
- Headteacher's sticker
- Classroom rules/guidelines
- Modelling appropriate behaviour
- Home/School communication
- Counselling
- Special time in the Green room with an allocated member of the SEMH team
- Reward Time

Consequences- (measures to reduce the occurrence of inappropriate behaviours):
- Verbal or symbol/picture warning
- Time out from group activities
- Negotiation through restorative practices
- Referral to senior staff
  - Parent notification

Phases 3, 4 and 5

Incentives and Strategies:
- Praise and encouragement
- Merits and bronze, silver and gold awards
- Counselling
- Meetings with Parents
- Display of achievements
- Jack Petchey Achievement Award
- Certificates
- Small group and individual programmes of support
- Positive pupil roles
- Mediation
- Reward Time
- Specific behaviour strategies agreed with SLT

Consequences-
- Verbal Warning
- Reprimand
- Negotiation through restorative practices
- Time out from group activities
- Referral to senior staff
- Parent notification
- Loss of privileges
- Reduced time with friends at social time for limited time
- Reduced time for reward time/ reward activity

Pupils are supported after consequences are given. This includes meetings, Restorative Justice, review of next steps. There is also communication with families.

Throughout the school
- *Additional academic work is not used as a sanction*
- *Food is not used as a sanction or incentive to encourage positive behaviour*

Pupils exhibiting challenging behaviours
A thorough audit of behaviours is made using the school software 'My Concern', but in some instances a the JCS Behaviour Tracker (see appendix 1). The situation or incidents which are linked to the occurrence of the behaviour are noted on school systems to determine a pattern or cause. The frequency, severity and characteristics of behaviour are also monitored and the outcome of the behaviour for the pupil are identified to determine the effect and a possible function, e.g., an inappropriate behaviour being used to gain attention. This information is used to ascertain the triggers and communication of the behaviour. The school staff are aware that a change in pupil behaviour could also be a response to abuse or harm; overtly sexualised behaviour or a change to becoming tactile defensive will be monitored closely by the Designated Safeguarding Lead.

Pupils exhibiting challenging behaviours are classified as having Behavioural, Emotional and Social Difficulties (BESD) or BESD+. A planning meeting is then held with involved professionals, and the pupils and parents where possible, to devise a positive behaviour programme (see appendix 2). This programme is based upon the age and level of development, strengths, interests and triggers of the pupil, as well as the motivators and conditions needed to promote positive behaviour. Each pupil is identified as an individual and their positive behaviour programme is personalised to their needs and situation.

The programme is analysed and revised according to the results.

Whole School Approaches to preventing Bullying, Radicalisation, Sexual Harassment and discrimination such as sexism, racism, islamophobia, homophobia
The school takes its responsibility seriously to combat these unacceptable behaviours from pupils or staff and our school ethos is underpinned with values of equality and respect. We explicitly teach our pupils and staff about this through our whole school events, assemblies, PSHE lessons, tutor time and planed visitors. We take any allegation seriously, no matter how small.
If these incidents are reported, they are acted on immediately and logged using 'My Concern'. SLT and our Safeguarding Team take immediate action that will involve investigation, supporting those involved, communicating with all relevant parties.

Interventions are then put in place to support all parties. Incidents are followed up with staff, pupils, family members as part of our zero-tolerance approach. We take into account the needs of the pupils, which includes the wishes of the victim and offer support to them as well as the perpetrator in bespoke ways such as planned supports sessions, restorative justice, counselling, SEMH support, or through advice sought externally from CAMHS, social workers or other professionals or therapists. We try to identify groups of pupils who might be vulnerable to these issues as victims or perpetrators and offer SEMH support accordingly.

We track behaviours such as these through My Concern to explore patterns, triggers, as well as regularly engaging in sessions to seek out information via pupil or staff voice.

We also embed strategies to protect pupils and staff from extremism through our Prevent Strategies which are embedded through PSHE curriculum and assemblies. Please also refer to our separate Anti Bullying Policy and separate Prevent Policy

Guidelines for the Use of Physical Intervention Strategies
As a last resort, physical intervention may sometimes be necessary to prevent pupils from causing injury or damage to themselves, others and property. All members of staff are permitted to use safe positive handling techniques, as a last resort, when all other options have been tried and the situation is critical; following guidelines set out in training. The school has a Separate Positive Handling policy.

The minimum amount of physical intervention will be used to resolve the problem. **Physical intervention is only used if other strategies such as distraction, deep pressure, change of staff or environment, symbols and schedules, verbal encouragement have been tried.** It is acknowledged that physical contact and intervention with pupils who are hypersensitive may exacerbate the situation rather than calm or resolve it. Staff are trained each year according to separate policy.

A record of incidents where positive handling techniques has been used is kept through My Concern logs. After any incident a member of the Senior Leadership Team will meet with the people involved and discuss the incident and the triggers and responses, to identify the strategies used, where the situation became critical and if any different actions or responses could be taken in the future.

Links to 'Keeping Children safe in Education 2023'
The school understands the link between considering pupils' behaviour and environmental factors as suggested in the 2021 documentation. The school assesses risks and issues in the wider community when considering wellbeing and safety of pupils in line with behaviour plans, rewards and consequences.

School staff understand that any changes in behaviour could be linked to signs of possible safeguarding or welfare issues and act on these in line with safeguarding policy.

The school has a clear lens for child on child abuse, domestic abuse, racism, homophobia, sexism, The Prevent Strategy, internet safety and its risks. Contextual safeguarding issues linked to these are looked at in conjunction with behaviour expectations and policy.

School staff understand the signs of Domestic Abuse, especially linked to changes in behaviour.

School staff understand how wellbeing affects pupil behaviour and endeavour to support this for each pupil through SEMH

Even while working within the parameters of this behaviour policy, there is an overarching zero tolerance to abuse, sexual violence.

Pupils with a profile that results in requiring behavioural support are still held to maximum account, in line with safeguarding policy, particularly for any incidents of sexual violence,

peer on peer abuse, sharing of nudes or semi-nudes, online safety. These incidents would warrant specific safeguarding investigation and input be over and above any behaviour strategy or response outlines in this policy.
 All allegations of low level or serious abuse are taken seriously despite pupils' previous behaviours or history.
Within PSHE, ICT, RSHE, Tutor Time Curriculums and SEMH support, the school embeds learning opportunities around Prevent, safe relationships, online sexual abuse and safety, sexual violence and safeguarding.

Please also Refer to Separate Exclusions policy

Revised: September 2023

This Policy was approved by Governors 2023

Appendix 1 Behaviour Tracker (used for very specific behaviour tracking when not logged using 'My Concern')

Pupil Name	

Description of behaviours	
1	List the type of behaviours
2	
3	Serious incident referred to SLT and logged

Duration of behaviours	
Short	Lasts for up to 10 minutes
Medium	Lasts between 10 and 30 minutes
Long	Lasts 30 minutes or more
Long +	Lasts over an hour

Date	Time	Place	Description	Duration	Others involved: staff and pupils	Context	Outcome	Parents informed Y/N	Completed by: Initials	Serious: SLT member

Appendix 2 Positive Behaviour Programme

POSITIVE BEHAVIOUR PROGRAMME		

Pupil name:	Year group:		Date:	
Positive behaviour	**Action**		**Action +**	
ASSESSMENT				
What is the behaviour? *Define/describe clearly*				
What is the history of the behaviour? *Parents as a primary source*				
How often, when and where?	**Complete and attach a pupil behaviour tracker for evidence**			
Why is it happening? *Effect of disability, personal, environmental*				
Triggers				
Skills and strengths of pupil				
Motivators and conditions needed for positive behaviour				
Previous interventions				
GOALS Long term change goals				
Short term change goals				
INTERVENTIONS				
People involved in the programme				
Environmental changes				
Group work *Who with, how often, etc*				
Review date				
Evaluation of impact	**Attach tracker**			
BEHAVIOUR ACTION +				
Additional external agencies involved				
Meeting around the pupil date				