Bringing out the Best in Everyone"

Buckinghamshire Council /
Pebble Brook School
Positive Management of Pupil Behaviour Policy

Signed_____ dated_____

Chair of Governors

Date Approved /Ratified	Summer 2023
Date of next review	Summer 2024

This policy applies to all aspects of Pebble Brook School accessed by pupils, staff and visitors including the Further Education Department (FED).

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management.

- **Define** what we consider to be unacceptable behaviour, including bullying.

- Outline **how pupils are expected to behave**.

- Outline our system of **rewards and sanctions.**

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.

2. Principles

This policy is based on the principles that:

- Every pupil understands they have the right to feel safe, valued and respected and learn free from the disruption of others.

- All pupils, staff and visitors are free from any form of discrimination.

- Staff and volunteers set an excellent example to pupils at all times.

- Pupils are helped to take responsibility for their actions.

- Rewards and sanctions are appropriate to the level of the pupil's understanding and are used consistently by staff, in line with the Behaviour Policy.

- Families are involved in the process of positive behaviour management to foster good relationships between the school and pupils' home life.

- The Behaviour Policy is understood by pupils and staff.

- The Exclusions Policy explains that exclusions will only be used as a last resort and outlines the processes involved in permanent and fixed-term exclusions

The emotional welfare and wellbeing of pupils is of the utmost importance. In order for our pupils to achieve and progress it is important that they feel safe and secure within the school environment. Effectively managing pupils' behaviour is an essential requirement for this and we recognise that behaviour serves a function and is a form of communication that needs to be heard and understood.

3. Behaviour Support Team (BST)

As part of the positive behaviour management approach taken at Pebble Brook School pupils are supported to meet their behaviour needs by a Behaviour Support Team based in the building known as 'Watermead'. The BST includes a Behaviour Support Lead (BSL) and Mental Health Nurse and a Behaviour Support Worker.

3.1 Roles and Responsibilities of the BST

- Respond to behaviour incidents to ensure that any disruption to learning is minimal.

- Counsel pupils to recognise where behaviour is unacceptable and support them to manage their behaviour more effectively.

- To liaise with appropriate school staff to support the behaviour needs of pupils such as the Senior Leadership Team (SLT), Family Liaison and Therapy staff.

- To liaise with parents / carers to ensure good links with school and home to support the behaviour needs of pupils.

- To liaise with outside agencies to support the behaviour needs of pupils such as CAMHS, Educational Psychology Service and Social Care.

- Support school staff to manage pupil's behaviour providing direct support as well as indirect such as expert guidance and advice.

- To compile behaviour reports for individual pupils as required for both internal and external use.

- To engage in the assessment process of new pupils to ensure that any presenting behaviour needs can be met within Pebble Brook School.

- To complete Behaviour Risk Assessments and devise Behaviour Support Plans as required.

- Monitor and review behaviour incidents that occur within school to identify patterns and trends as well as collate data to show impact of the behaviour management in school.

- Be proactive in the prevention of behaviour incidents occurring.

- To oversee the implementation of the Positive Management of Pupil Behaviour Policy throughout the school.

- To review and revise the Positive Management of Pupil Behaviour Policy within school as required.

3. 2 Behaviour Watch

Behaviour Watch is an online system for recording behaviour incidents as well as achievement such as merits and social stars. All staff are trained in its use and this is now established as the media for recording all behaviour issues within the school.

It is the role and responsibility of the BST and the BSL to monitor incidents on Behaviour Watch and use the data collected to inform and advise behaviour management on an individual as well as whole school basis.

4. Definitions

It is agreed that in assessing the level of seriousness of behaviour, professional judgement and knowledge of the pupil's strengths and weaknesses must be used. The underlying principle should be whether or not the pupil is deliberately provocative, i.e. whether or not s/he is able to control themselves at that moment if they so choose.

It is recognised that some children have much more difficulty in controlling behaviour than others and react too quickly even to slight provocation. This is different from the child who goes out of his / her way to be deliberately abusive or to those whose levels of understanding are such that they do not realise that their words or actions are inappropriate. We recognise that we are here to meet individual needs and what is apparently similar behaviour in children is, in fact, very differently motivated.

It is important that all serious behaviour incidents are not only dealt with but are recorded and monitored. The following behaviours are considered to be serious enough to result in being recorded on Behaviour Watch.

Unacceptable Behaviours

- Serious disruption to learning or school activities
- Wilful defiance
- Repeated breaches of school rules
- Theft
- Malicious damage to property
- Physical assault
- Intimidation
- Leaving the school and / or lesson without permission
- Verbal abuse
- Racist, sexist, homophobic or any discriminatory behaviour

Discrimination

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According to The Equality Act 2010 - Maintained schools and Academies are required to comply with The Equality Duty. This means they are required to have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act.

Discrimination is defined as treating a person unfairly because of who they are or because they possess certain characteristics. The Equality Act 2010 highlights 9 characteristics including:

- o Age
- o Gender
- o Race
- o Disability
- o Religion
- o Sexual orientation
- o Gender reassignment

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group where the relationship involves an imbalance of power.

Bullying is, therefore:

- ✓ Deliberately hurtful
- ✓ Repeated, often over a period of time
- ✓ Difficult to defend against

Bullying can be physical, emotional, verbal, sexual or cyber as well as direct or indirect.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

- **Possession of a prohibited item.** The Headteacher or member of SLT has the right to, or bestow the right on a member of school staff, to search the property of or the person believed to be in possession of a prohibited item. Any prohibited item found will be confiscated and will not be returned to the pupil. The Headteacher will take the most appropriate, legal action with the item.

Screening, searching and confiscation are conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Prohibited items include

- o Knives or weapons
- o Alcohol
- o Illegal drugs
- o Stolen items
- o Tobacco and cigarette papers
- o Fireworks
- o Pornographic images
- o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

*In addition, in accordance with **Keeping Children Safe in Education – Statutory guidance for schools and colleges - September 2019** staff will also be aware of the procedures around **peer-on-peer abuse** and **sexual violence and harassment between children and young people**. Details of these procedures are set out in our Child Protection Policy.*

- **Peer on Peer Abuse** It is recognised that children are capable of abusing their peers and we are clear that abuse is abuse and should never be tolerated or passed off as 'banter', "just having a laugh" or "part of growing up". All peer-on-peer abuse is unacceptable and will be taken seriously. Peer-on-peer abuse can include, but may not be limited to:
    - o Bullying (including cyberbullying)
    - o Physical abuse
    - o Sexual harassment / violence

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- **Sexual violence and harassment between children and young people** Sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. We do not tolerate or dismiss sexual violence or sexual harassment as 'banter', "part of growing up", "just having a laugh" or 'boys / girls being boys / girls'. We will always challenge behaviours (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras, lifting up skirts and upskirting . Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names, sexual 'jokes' or taunting. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

5. Pupil Code of Conduct

Our Pupil Code of Conduct is based on 6 golden rules. These golden rules are displayed in all classrooms and at the start of each academic year staff complete work with pupils to highlight the details within the rules. This work takes place during form time and as part of PSHE. **The 6 golden rules** are:

Do be gentle, don't hurt anyone

Do be kind and helpful, don't hurt people's feelings

Do listen, don't interrupt

Do look after property, don't waste or damage things

Do be honest, don't hide the truth

Do work hard, don't waste time

6. Rewards and Sanctions

Members of staff at Pebble Brook School are keen to recognise and praise good behaviour, good effort and good work.

6.1 Rewards

Positive behaviour will be rewarded with:

- Praise
- Merits
    - o Any member of staff can give merits to pupils
    - o Merits cannot be taken away once they have been given
    - o Headteacher's merits may be awarded for extra effort in work or behaviour. The pupil should be sent to the Headteacher with their work or a note regarding their improved effort or behaviour.
    - o Merit points can be used to 'purchase' prizes
    - o Merit points are collated and certificates and / or badges awarded in assembly
    - o Merit certificates cannot be withheld from pupils.
- Social Stars

As a school we expect our Pupils to display a certain level of social skills such as following instructions, listening to staff and each other, turn taking, general politeness and using appropriate language. However, if a pupil displays skills over and above these expectations or with an element of altruism we can reward this with Social Stars.

    - o Any staff member can award a pupil a Social Star**.**
    - o Social Stars should not be taken away once they have been given
    - o Social Stars are collected in the form of paper and plastic tokens
    - o The form with the most Social Stars at the end of each term has a reward trip
- Watermead behaviour merits

Merits points are collated by Watermead staff for all Key Stage 3 pupils based on data from Behaviour Watch.

- o 100 points = a certificate
- o 200 points = a badge
- o 300 points = chosen 'prize'
- Ambassadors

All Key Stage 4 pupils are named as Ambassadors and are given a badge to wear. This is in recognition of the fact that they are aware of behaviour expectations and are able to, on the whole, adhere to these. The aim is to promote internal or a more altruistic motivation towards managing their own behaviour. This change in practice will then help to lead into the more adult approach taken in FED. To help support and reinforce the importance of this role, so that the pupils benefit from the positive impact on self-esteem and confidence, all school staff will be encouraged to call on individuals from Key Stage 4, in the first instance, to complete tasks such as representing the school at events, acting as role models for younger pupils, etc. All the Ambassadors will receive a reward activity / trip at the end of each term.

- Raffle tickets (FED)
- Letters and phone calls home to Parents / Carers
- Special responsibilities / privileges

6.2 Sanctions

Sanctions should be appropriate to the level of the pupil's understanding and are a 'last resort' and only used to support a positive approach.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class to work elsewhere
- Expecting work to be completed at home or at break or lunchtime
- Detention at break or lunchtime
- Loss of enrichment time
- Removing privileges, such as Key Stage 4 pass
- Being 'on report' to SLT
- Referring the pupil to the Behaviour Support Team
- Referring the pupil to a member of SLT
- Letters or phone calls home to parents

Please note

- o *Sanctions should not take place after school*
- o *The member of staff who observes an incident should deal with it immediately*
- o *Sanctions should not be set which will involve the cooperation of another member of staff without their prior permission*
- o *All detentions should be supervised by the member of staff applying the sanction unless prior agreement is made with an alternative member of staff.*
- o *Any work that needs to be made up has to be provided in advance by the subject teacher and should be at a level that is appropriate for the pupil to complete independently*

- ➢ In the event of a serious behaviour incident in school then temporary exclusion may be necessary. This may be in the form of an internal or external exclusion.
- ➢ Very serious incidents or a pattern of persistent poor behaviour may result in permanent exclusion from school. Exclusion procedures follow the Buckinghamshire Council and DfE guidelines.

Details of our school's approach to exclusions are set out in our Exclusion Policy.

6.3 Off-site behaviour

Sanctions may be applied where a pupil's behaviour has been unacceptable off-site when representing the school, such as on a school trip, off-site activity or work experience.

7. Behaviour management

7.1 Whole school approach

In order for our pupils to feel safe in school and ready to learn, positive and proactive management of pupils' behaviour is an essential requirement. We recognise that behaviour is a form of communication that needs to be heard and understood. If a person is unable to communicate their feelings they may need to use behaviour as a way of expressing themselves. Strong emotions such as fear, anxiety, pain, anger and frustration are reflected in strong behaviours.

The approach taken by Pebble Brook School is to help the pupils understand and take responsibility for their behaviour and, using a therapeutic approach, learn to manage it more effectively. We apply a flexible approach taking into account individual needs, understanding and external factors that could be influencing behaviour and outcome. The aim being to ensure that any difficulties pupils may have with managing their behaviour does not become a barrier to them being able to access all educational opportunities within school.

Regular reviews for pupils presenting with behaviour concerns take place at staff meetings and morning briefing meetings. In addition to these a weekly pupil welfare meeting is held involving the DSL's, the BST, e-Safety Officer and Head of FED.

7.2 Classroom Management

All pupils should be supported to access their learning within the classroom setting. Any behaviour incidents that impact on this for the individual or class as a whole must be dealt with immediately by the staff member in charge. In instances where the level of disruption is significant then support should be sought from the BST and / or SLT. The aim of all interventions with pupils should be to resume and restore learning as soon as possible.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Develop a positive relationship with pupils.
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Be prepared for the lesson, establishing clear routines.
- Take into account the needs and abilities of all pupils and provide work at the appropriate levels.
- Extend and motivate all pupils.
- Communicate expectations of behaviour using appropriate forms of communication .
- Display the 6 Golden Rules in the classroom.
- Highlight, model and promote good behaviour.
- Complete a classroom behaviour management plan for supporting pupils whose behaviour can impact on their learning and the learning of others.
- Use positive reinforcement.
- Greet pupils in the morning / at the start of lessons.
- Conclude the day positively and start the next day afresh.

7.3 Support for Staff

All staff play a part in ensuring good behaviour in school. However, it is recognised that from time to time staff may need support to ensure that the elements of the Positive Management of Pupil Behaviour Policy are applied.

If difficulties occur in the day to day running of the school staff should seek help from the BST and / or SLT, for example removing a pupil for a short amount of time or supporting staff in the application of sanctions.

All staff have the right to support in the development of skills and strategies in dealing with behaviour management issues. Further support may be sought through training opportunities as part of Continuous Professional Development (CPD) peer observations or BST / SLT mentoring or observations.

Staff will also be supported in identifying trends in behaviour of groups and in finding solutions in a supportive, non-threatening and blame-free manner.

7.4 Consultation with On-site Speech and Language Therapists (SALT) and Occupational Therapist (OT)

In addition to the above, classroom management also involves ensuring that factors affecting our pupils such as communication, sensory and physical needs are addressed to reduce the impact on behaviour and support learning. This involves our on-site SALTs and OTs who will consult and provide direct and indirect support as well as advice on how these needs can be effectively met.

7.5 Focused Therapeutic Groups

As part of the therapeutic approach to behaviour management the BST will facilitate group work focusing on specific areas of need such as, anger management, anxiety management and resilience. They will also provide specific intervention work on issues such as bullying and discrimination. SALT will also provide group work on social skills, emotions and relationships.

7.6 Behaviour Support Plans (BSPs)

In the instances where pupils are displaying disruptive and unacceptable behaviour despite implementation of all of the above classroom strategies the BST will devise a BSP. The purpose of the BSP is to provide additional individualised strategies to support the staff and the pupil to manage their behaviour more effectively.

- Parents / carers are made aware of the need to implement a BSP and will be involved in discussions around its development in most instances.
- The BSP is signed by the BSL and the pupil.
- All staff members are made aware of those pupils with BSP's and are expected to familiarise themselves with them.
- There are copies of all BSP's kept in the staff room and on the T-drive.
- BSP's are reviewed on a regular basis by the BST.

7.7 Daily Target Sheets

To ensure that pupils share some responsibility in their own behaviour management daily target sheets may be used. Pupils will agree with BST and school staff a number of behaviour goals that are recorded on a daily sheet that the pupil takes with them to all or some lessons. The target sheets use a personalised reward as motivation.

7.8 CCTV

To maintain the safety and security of all pupils, staff and visitors to Pebble Brook School CCTV is in operation throughout the school. Reviewing of CCTV can be used to provide clarity and evidence following behaviour incidents. The BST and SLT have access to CCTV coverage.

7.9 Physical Management of Pupils

Physical management of any pupil is extremely rare and should be a last resort and only when absolutely necessary

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Force is generally used in schools to **control** and / or **restrain** pupils.

- ❖ **Control** can mean either passive physical contact such as standing between pupils or blocking their path, or active physical contact such as leading a pupil out of a room using their arm.
- ❖ **Restraint** means to hold someone physically back or bring them under control.

Team Teach is the process of Physical Intervention / Management used at Pebble Brook School

The school has a commitment to the ongoing training of staff in Team Teach methods. **The school will provide regular training opportunities which identified staff are expected to attend.**

Physical Intervention / Management of a pupil should protect the rights and best interests of the pupil and is used only where there is a risk of:

- causing personal injury to, or damage to the property of, any person (including the pupil himself)
- prejudicing the maintenance of safety, good order and discipline at the school or among any pupil receiving education at the school whether during a teaching session or otherwise.
- committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).

All staff who have been trained in Team Teach methods are authorised to physically manage pupils and are expected to use those methods of physical management to the best of their experience, training and ability. *Staff are given the opportunity to practise techniques within a peer group setting.*

- The use of force should be used as a protective measure and never as a disciplinary penalty. **It is always unlawful to use force as a punishment.**

- All school staff should minimise the possibility of force being needed by creating a calm, orderly and supportive climate that lessens the risk and threat of violence of any kind.

- Staff should be aware of the sensitivities associated with any form of physical contact with pupils. Therefore, the use of force should only be used as a last resort.

- Where pupils have a BSP it will contain a PI plan

- The power may be used where the pupil (including a pupil from another school) is on school premises or elsewhere in lawful control or charge of the staff member (for example on a school visit).

- In all cases where Physical Intervention (PI) may be required it is expected that a member of the BST and / or SLT will be called as soon as possible**.**

All PI / Team Teach interventions MUST be recorded on Behaviour Watch and the law requires that parents are informed of Physical Intervention used on their child and this should be done by the most appropriate member of staff.

- The correct procedures should be followed in recording all PI incidents and these should be recorded on Behaviour Watch within 24 hours.

- The time and space should be given to members of staff to complete and recover from an incident.

- All incidents are recorded by both active participants and any witnesses.

- Witness statements from pupils may be recorded by a member of the BST.

- Guidance on the correct recording procedures should be given by the BST who will monitor Behaviour Watch and PI incidents, as well as SLT and Governors, and is available to external inspecting agencies.

7.10 Containment

As a last resort, where a pupil presents an immediate and serious threat of injury to themselves or others, they can be contained within the area outside Room 6 which is covered by CCTV. A minimum of two members of staff need to be present at all times and the decision to contain should be made following discussion with the BSL / SLT.

7.11 Debrief

A process of debrief must take place after every serious behaviour incident or where PI is used. The aim of a debrief is to explore and record the details of the incident with those involved, obtaining each individual's account and views of what occurred - the goal being to encourage reflection on the incident by pupils and staff and to address, discuss and make appropriate changes to responses, approaches and strategies.

In the case of sanctions needed to be applied these would also be discussed as part of the debrief process.

A formal debrief should be undertaken by two members of staff;

- This may include staff involved in the incident, the form tutor, members of the BST or SLT, depending on the severity, and it is vital to take into account the communication needs of the pupil.

- The debrief should be conducted in a timely manner, as soon after the incident as possible, ensuring that pupils and staff are physically and emotionally well enough to engage in the process.

- Where an incident has occurred and PI has had to be used, it is an essential part of the debrief process that this is also discussed and on this occasion a member of staff trained in Team Teach should be present.

- The pupil needs to initially lead the process, staff need to listen and start to write, illustrate/draw and discuss, starting with whichever aspect the pupil starts with and then working backwards / forwards.

- The pupil's own view should generally not be challenged, but be worked with as far as possible, as it needs to be accepted as their perception of the incident. (In some cases, contradicting stories can be resolved by bringing pupils / staff together at a later stage, however, this process needs to be planned carefully and with clear aims in mind.) Only after this has been achieved can issues such as responsibility and concrete alternative strategies be discussed, and following that, consequences that are put in place.

- For those pupils who cannot debrief in the way described this will need to be outlined in their BSP.

- It is important that staff debrief with each other and this should take place within 24 hours of the incident.

- This time should be used for staff to support each other, to talk about feelings, but also to think about how the process was handled and whether any further action points are needed.

- CCTV can be used to review incidents where available as part of the debrief process.

- Please remember, for pupils who have language and communication difficulties, the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

7.12 Radio Assistance

The BST, SLT and non-contact Team Teach trained staff to be contactable by radio. When support is needed staff to make a radio request "assistance required" and state location. This request can be made directly through radio to radio contact or via Reception. Additional radios are carried by FED staff.

7.13 Risk Assessments

Where pupils present with behaviours in school that present a significant safeguarding risk or physical risk to themselves or others the BSL will complete a Risk Assessment that must to be adhered to by all school staff.

8. Roles and Responsibilities

8.1 Governors

The Governors of Pebble Brook School have agreed and ratified the principles of the Positive Management of Pupil Behaviour Policy of the school. In doing so they support its principles and ensure its fair application promotes equality for all pupils. It also undertakes to monitor the effectiveness of the policy and ensure its regular review.

8.2 Staff

The staff of Pebble Brook School have all been involved in the development of the policy and agree to its principles. By doing so they agree to implement this policy in a fair and consistent way and will encourage and model good behaviour within their work at school.

The SLT and the BST have committed themselves to the regular review of the implementation of the policy and to the support of all school staff in applying the policy.

Staff are committed to working with pupils and parents to ensure the fair and effective working of the policy.

8.3 Pupils

The pupils are involved in the drawing up of the Code of Conduct at Pebble Brook School. They are also involved directly in its review. Through the Student Council they have the opportunity to add the pupil voice to new problems and suggest solutions which have the backing of the school population.

8.4 Parents/Carers

Parents / Carers have a key role in supporting the work of school staff. They are expected to be supportive of the work of the school in promoting and ensuring good behaviour and will be asked to sign a copy of the Home / School Agreement to demonstrate this commitment. Parents and carers are also expected to play their part in ensuring the fair and effective working of the policy. This includes regular communication with school and supportive action to back up sanctions where appropriate.

Pebble Brook School will provide support for parents in behaviour management issues both at home and in school by discussing problems, working through possible solutions and supporting their implementation.

Further ongoing support may be required from outside agencies and the school will support parents in accessing any support they need.

Parents' opinions with regard to behaviour are sought by questionnaire and any areas of concern are included in the policy review. The policy is sent to all parents on request after review.

9. Monitoring and Evaluation

The BST and SLT monitor the application of the Positive Management of Pupil Behaviour Policy in terms of its impact on staff, pupils and parents, on individuals and groups. This information drives action, intervention and policy review.

The results of such monitoring are overseen by the Governing Board of the school through regular behaviour reports completed by BSL.

10. Links with Other Policies

This Behaviour Policy is linked to the following policies:

- Exclusions Policy
- E-Safety Policy
- Child Protection Policy

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- Anti-bullying Policy

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