

# Behaviour for Learning policy

Beaufort Special School



**Ratified by the Governing Body: 27<sup>th</sup> February 2024**

**Signed by the Governing Body:**

**Adopted by Beaufort School: 27th February 2024**

**Review Date: 27<sup>th</sup> February 2025**

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### **1. School Vision and Aims**

Beaufort's School vision is:

'Working together to achieve success for all

**As part of our vision we want our pupils to:**

#### **ACHIEVE**

- For staff and pupils to be **Aspirational** in their thinking
- All of our pupils to be **Confident** communicators
- Working together to create a **Happy** and vibrant school environment
- For pupils to be **Independent** individuals who are prepared for lifelong learning
- Promote an **Enjoyment** of learning for all
- All those who are part of the Beaufort family to feel **Valued**



- Pupils will have the opportunity to Explore school and their community.

### **The Positive Behaviour Principles we adhere to:**

- Beaufort school believes in a positive approach to behaviour.
- Every pupil has the right to feel safe, valued, and respected.
- Positive behaviour management and support will be rooted in a clear understanding of each child's developmental stage and linked to their communication needs.
- For many of our pupils behaviour is a way of communicating emotions and feelings. Some of these behaviours may not always be appropriate. Therefore, it is always important when a child is showing a communicative behaviour that the root cause is sought and addressed in order to understand the context.
- Pupils are helped to take responsibility for their actions and behaviour in a consistently supportive environment.
- Families are involved in the process of understanding behaviours to enable a consistent approach between the pupils' school and home life.
- It is expected that staff, other professionals and volunteers set a good example to pupils through their own behaviour.
- All pupils, staff and visitors should be free from any form of discrimination at Beaufort School and understand the process to report if needed.

### **This policy aims to:**

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To encourage all children to develop a sense of responsibility for their own behaviour.
- To develop mutual respect between all members of the school community.
- To enjoy being part of the school and thrive within it.

### **Rationale**

The IEB and staff at Beaufort School seek to adopt a positive behaviour policy that ensures all pupils, regardless of their abilities or disabilities are treated with respect and dignity. It promotes inclusive practices by recognising and valuing the individual differences and



needs of each pupil. This policy establishes clear expectations for behaviour, helping to create a safe and supportive learning environment for both pupils and staff. It sets boundaries and guidelines for acceptable behaviour, reducing the likelihood of disruptive incidents or conflict. As a special school Beaufort caters for pupils with a range of social, emotional, communicative and behavioural challenges. This positive behaviour policy provides opportunities for teaching and reinforcing appropriate social skills, emotional regulation, and conflict resolution strategies. It supports pupils in developing essential life skills that contribute to their overall well-being and success.

Beaufort School's environment fosters a climate where pupils feel comfortable and motivated to engage in learning. By minimising disruptions and creating a sense of security, this policy maximises learning opportunities for pupils, enabling them to reach their full potential academically and personally.

The IEB encourage positive reinforcement and proactive strategies that foster positive relationships between pupils and staff. This policy has been developed to encourage mutual respect, trust, and understanding, leading to stronger connections within the school community. Positive relationships are essential for effective teaching, learning, and overall school culture.

This policy provides guidance and support for staff members in managing challenging behaviours effectively. It equips them with the tools, training, and resources necessary to address behavioural issues proactively and constructively. This empowerment enhances staff confidence and morale, contributing to a more cohesive and effective team. Developing a positive behaviour policy involves collaboration with various stakeholders, including pupils, parents, teachers, and support staff. Through the use of this behaviour policy the IEB is actively promoting a sense of ownership and collective responsibility for maintaining a positive learning environment.

## **2. Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement



of behaviour principles, and gives schools the authority to confiscate pupils' property

### 3. Definitions

The term 'Behaviours that challenge' has been used to refer to behaviours which may be shown by children that cause concern.

At Beaufort School we believe that:

- Behaviour is a means of communication- therefore we must ensure the pupils are supported to communicate their needs safely and appropriately using their preferred methods. Mistakes are part of the learning process and we recognise that our pupils are at different stages of development.
- With the right support and intervention pupils can self regulate and manage their own behaviour.
- Our pupils have learning difficulties and other additional complex needs which need to be considered when managing behaviour.
- Teachers and class teams must be given the opportunity to learn, understand and have insight into why some pupils become dysregulated, and reflect on how/why it impacts on their behaviour.
- It is imperative to work collectively with our pupils, their parents/carers 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.

Beaufort School uses an online monitoring system called 'My Concern' that is used to record any safeguarding concerns. This is also linked to the school's behaviour monitoring system called SOLAR which tracks pupil's behaviours and support the creation of positive behaviour plans.

### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 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 include:

| TYPE OF BULLYING | DEFINITION                                                                  |
|------------------|-----------------------------------------------------------------------------|
| Emotional        | Being unfriendly, excluding, tormenting                                     |
| Physical         | Hitting, kicking, pushing, taking another's belongings, any use of violence |



| TYPE OF BULLYING                                                                                                                                                                                                                                | DEFINITION                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)                                                                                         |
| Sexual                                                                                                                                                                                                                                          | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching                              |
| Direct or indirect verbal                                                                                                                                                                                                                       | Name-calling, sarcasm, spreading rumours, teasing                                                                                                                                                          |
| Cyber-bullying                                                                                                                                                                                                                                  | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

**The Behaviour curriculum encompasses safety for our pupils. It covers:**

Keeping safe online

Anti-bullying

Mental Health

As a school we have online safety training for all staff and have a strong DSL team.

## 5. Roles and responsibilities

### 5.1 The IEB

The IEB is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 5.2 The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the IEB.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)



- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy



- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.
- The school uses a communication system, Class Dojo, for parents to keep up to date with their child's progress, parents can also request a home school diary if preferred.

## 5.5 Pupils

Pupils will be made aware of the following

- The expected standard of behaviour they should be displaying at school
- That there is a school expectation that the positive behaviour policy will be followed
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- Pupils will be supported and encouraged to develop their positive behaviour strategies

Pupils will be supported to develop an understanding of positive behaviour and the wider culture of the school.

Pupils will be encouraged to communicate their behaviour needs in positive ways which will provide feedback and evaluation of the policy

- Extra support and induction will be provided for pupils at key transition points to ensure consistency in approach and lessen anxiety and dysregulation.

The pastoral support that is available to support pupils meet the behaviour needs,

- Pastoral team work closely with families, offering support and signposting, offering Early Help, creating plans, and organising multi agency meetings.
- Working with pupils to do intervention / therapy groups.
- Working closely with external agencies.
- Setting up workshops and drop-in sessions to enable parents/ carers to gain knowledge and have access to professional advice and support.



## **5.6. External Agencies**

At Beaufort school we are committed to understanding and responding to the needs of all of our pupils.

We aim to work collaboratively with a range of external agencies to support pupil behaviour. These may include may include: behaviour support professionals, Occupational Therapy, Speech Therapy, Forward Thinking Birmingham (NHS child mental health) Special School Nursing.

## **6. School behaviour curriculum**

The role of the school:

Pupils benefit from small class sizes, carefully differentiated work, additional pastoral support systems and good quality teaching and resources. Pupils developmental stage, communication and individual special needs are considered which supports pupils with their behaviour and the expectations placed upon them. There is a strong emphasis on the use of positive language, modelling, and encouragement to build pupils self-esteem and relationships with classroom staff, other adults, and children in the wider school community.

To support and promote the positive ethos and culture within the school, Beaufort uses.

‘Choice Time’ to encourage and reward pupils who demonstrate Good Behaviour for Learning and the positive behaviour choices which they make. Dependent on the class, this may also be called ‘Choice time,’ ‘You time.’ Or ‘Social time.’

We understand that supporting our pupils’ behaviour effectively requires staff, pupils, and parents/carers to work together and understand their roles and responsibilities.

The school will:

- Be a safe, secure environment where everyone feels valued and well cared for.
- Hold weekly Key Stage assemblies that celebrate the good work and behaviour and the high standards of work the children have achieved.
- Ensure staff plan differentiated lessons that provide tasks that are suited to the ability of the individual child.
- Always value the work the children produce and display work to reflect the high standards achieved.
- Create an atmosphere and ethos that is calm and friendly so that everyone feels welcome.
- Provide classrooms furnished with appropriate equipment that suit the needs of the child.
- Positively address the issues of race, religion, gender, and disability in all aspects of school life. We recognise that staff attitudes are seen as an appropriate role model.
- Keep parents informed about their child’s behaviour as appropriate.



- Provide a consistent behaviour management and reward system (Choice Time) which promotes the school rules and helps pupils to develop self-regulation skills of Behaviour for Learning.
- Use robust data analysis to address behaviour needs in a timely and effective manner.
- Use consistent and appropriate consequences but also use consequences which reflect the pupils' individual special needs, development level and understanding.

## **Positive Proactive Strategies**

At Beaufort School, we recognise the importance of creating a learning environment which supports our pupils to make positive behaviour choices, considering their individual special educational needs and by employing a range of positive strategies.

## **Environmental**

We seek to ensure our classrooms are.

- Neat and tidy, and free from unnecessary clutter.
- Organised into supportive 'zones' such as TEACCH areas, movement areas (e.g., mini sensory circuit or trampoline), LEGO area, quiet spaces (bean bag, ear defenders, social story space, book corner) and creative areas.
- Planned in their seating arrangements supporting peer dynamics and sensory/physical difficulties.
- Intentional and purposeful in their use of additional spaces such as the Soft Play, Pods, corridor sensory circuits.
- Communication supportive with aids such as the visual timetable, task boards, (e.g., now, and next, sequencing strips, check list, rule reminder), symbols/photographs, objects of reference and aided language displays for pupils to refer to.

## **Communication**

We recognise that communication whether by eye movement, gesture, sign, or verbally is vital to our pupils' learning journey. We also acknowledge that certain behaviours can form part of our pupils' communication (please see section on Functional Behaviour Analysis for further information). Therefore, we seek to offer the following support as appropriate.

- Visual support where possible including objects of reference and symbols.
- Concise instructions – minimising language and allowing for processing time (a countdown of 5,4,3,2,1 is highly effective for many of our pupils)
- Makaton signing
- Aided language displays
- Communication books as directed by SaLT



- Scaffold and support children's processing skills visually (pictures, objects, and gestures) and verbally (minimal language – information carrying words only)
- Who's Working with Who (WWW) boards: These are designed to help children transition and aid them in understanding change of locations and groupings for lessons.
- Language for behaviour (minimising language to use key information carrying words)

## **Sensory regulation**

Many of our pupils have additional sensory needs which may display in their behaviour. As a school, we work with occupational therapy advice to identify and support our pupils in their sensory regulation. This may take the form of.

- Occupational Therapist observations and questionnaires to identify a pupil's sensory profile.
- Access to a Sensory Circuit
- Equipment to support sensory regulation such as weighted jackets.
- TACPAC and Handypac
- Equipment to support access to the curriculum such as writing slants, pencil grips, etc.

## **Emotional regulation**

We recognise that many of our pupil's experience difficulties with their awareness and understanding of emotions. We seek to support their development of these skills with.

- Restorative practice
- Social stories
- Positive listening and learning (active and reflective listening) and debriefs (summary of what has happened) where appropriate to the development of the child.
- Emotion cards
- Comic strip conversations
- Circle time
- Class assemblies/PSHE
- Sharing of stories
- Emotional coaching
- Designated spaces within the classroom and school environment for children to access to support emotional regulation (e.g., quiet areas, sensory rooms, soft play, green room).
- Attention Autism where appropriate

## **6.1 Mobile phones and Home Devices**



- Pupils are not allowed to have mobile phones with them on-site. We also discourage tech devices that are personal to pupils and used at home, including Ipads, PSPs and tablets. School have tech items within the classroom and encourage the pupils to use them as part of the class ethos for sharing/ turn taking and social interaction when appropriate.
- If a pupil brings a mobile phone or tablet device into school, this is locked away by class staff for the duration of the day. Where this is not a pre-arranged strategy parents are contacted to discuss this further.

## **7. Responding to behaviour**

### **7.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will create and maintain a stimulating environment that encourages pupils to be engaged

Staff will display the behaviour curriculum or their own classroom rules within the classroom.

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Staff will also:
- Create a happy, secure, and stimulating learning environment.
- Carefully plan lessons where activities and pace are varied, appropriate and meet individual needs.
- Consistently maintain personalised communication systems (e.g., PECS, timetable, schedules, symbols, OORs, TASSELS, photographs etc.) appropriate to each pupil's level of understanding.
- Set a good example to pupils through respect, courtesy, punctuality.
- Establish positive relationships with pupils.
- Establish clear routines in the classroom, play areas, and specialised rooms.
- Match the level of language of pupils when interacting with them.
- Use language to model the positive behaviour staff would like pupils to display.
- Use the appropriate communication tool for each pupil.



- Ensure appropriate visuals and scaffolding are available for all pupils, such as a visual timetable, a 'Now and Next' board.
- Consistently follow agreed behaviour management approaches (Beaufort uses Team Teach).
- Maintain records of pupil's responses and behaviour.
- Proactively develop and implement individual behaviour management plans for pupils, where necessary, through a multi-disciplinary approach.
- Where necessary, seek support from the Pastoral Manager and senior leadership team.
- Liaise closely with parents/carers and families to promote a consistent and supportive approach to behaviour management across home and school settings
- Work closely with other professionals who promote positive behaviour strategies for pupils.

## 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's changing behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Rewards are based on knowledge of individual children and their special needs. It is crucial that each class is clear about what reward system they are using and how pupils are rewarded for positive behaviour. This must be shared with staff and pupils. Rewards must relate to personal effort and achievement and may include:

- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies and Attendance rewards
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- Stickers



- Immediate verbal praise
- Traffic lights (including moving name onto the star)
- Special mention in celebration assembly
- Golden time and Dojo points (Moving to Golden Time)
- Choice Time
- Wow Board

#### **7.4 Responding to a change in behaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment for all pupils.

Staff will endeavour to create a predictable environment by always, responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

Staff will need to use a range of positive behaviour strategies with our pupils which may include the following common practices:

- Minimise language and listen
- Planned ignoring of disruptive behaviour
- Change of face
- Reduce pressure (modify expectation for the child)
- Wait for the child to process
- Distraction
- Positive redirection/modelling
- Positive reinforcement
- Offer the child a restricted choice
- Use of safe space
- Avoid keeping children waiting too long in transitions (use class staffing effectively to support pupils to move between locations efficiently and minimise waiting in whole class lines)
- Learning breaks
- I messages (I think..., I feel..., I know..., I can see...)
- Child initiated time out
- Remove the class audience if appropriate to do so .



- Slow countdown (If this strategy is used, staff should clearly share the next step for the child (visually, sign or verbally as appropriate to the child's level of understanding) and give the countdown slowly. Before using this approach, staff should consider the effectiveness of this strategy on a case-by-case basis. It is important to remember that this approach can cause an increase in anxiety for some of our pupils particularly those with a diagnosis of autism).

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

## Consequences

At Beaufort School, we believe that consequences should focus on the positive behaviours we wish to see. This means staff modelling and teaching children that where there are incidents of socially unacceptable behaviour, there are safer and better ways to have their needs met.

It is important that we help pupils develop age appropriate and socially acceptable positive behaviours. Consequences must be relevant to the individual, taking into account their ability to understand the link between the behaviour and the consequence.

- Consequences do not involve taking an item from a child that is deemed necessary for their well-being (e.g. taking a comfort item from a child where this might negatively affect the child's emotional well-being).
- Consequences should be discussed within regular meetings and agreed by all parties as appropriate.
- Consequences are, where possible, linked to "restorative practice" whereby the individual can "repair" an aspect of the effect their negative behaviour has caused.
- Each class will display fair classroom rules through the 'Class rules' and open discussions around the consequence of not allowing other pupils to work, learn, feel safe, or to be treated with respect.
- Bespoke Aided Language Displays engage pupils in learning/associating their behaviour with consequences; the impact on others and how they can self-regulate and re-engage in learning.
- Consequences must be sensitive to the needs of individual pupils taking into account cultural backgrounds if necessary.

Depending on the behaviour, the context and resulting outcome, staff will consider the following before issuing a consequence:

- Exploring the functions of the behaviour
- Whether the child was using the appropriate communication aid
- Exploring the potential triggers of the negative behaviours and removing them before there is an incident. For example, offering the child a walk to help them regulate their emotions, or time in the soft play area or the sensory integration room.



- Ensuring the child is receiving the appropriate level of sensory diet.

Also depending on the behaviour, consequences may include:

- A redirection, that may be a symbol or a verbal redirection
- Request, model and demonstrate the appropriate behaviour
- Removal from the situation for time out or to let others learn in a calm safe environment
- Discussion with parents/carers
- Thinking time - depending on the level of understanding and developmental stage of the child
- In some circumstances, following a Health and Safety assessment/ dynamic risk assessment, certain activities may be untenable, e.g. swimming, after school club or off- site events.
- Internal exclusions, pupils remain in school and complete work away from their class group. The school will attempt to inform parents/ carers of this course of action.
- Tactical ignoring

In the case of inappropriate behaviour, the Pastoral Manager or SLT may become involved, engaging outside agencies as appropriate.

## **Exclusion**

Although Beaufort is a special school and each of its pupils has an EHCP, a very serious incident may result in the Head Teacher excluding a pupil. The LA suggests that Head Teachers and governors should use exclusion:

In response to serious breaches of a school's disciplinary policy and after a range of alternative strategies has been tried and seen to fail, and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in school.

The Head will endeavour to make immediate contact by telephone with parents or carers should an exclusion be instigated.

## **7.5 Reasonable Force, Physical Restraint of Pupils, Care and Control**

There are certain situations in which, after exhausting all other alternatives, restrictive physical intervention may become necessary to manage behaviour. All physical interventions are recorded by the individual member of staff in the bound and numbered book kept in the Headteacher's Office. It is also recorded on 'My Concern'. The bound and numbered book is monitored by the Senior Leadership Team.

We recognise that there are times when the use of positive touch is appropriate and that it should be used in a way that maintains the safety and dignity of all concerned.



The Education and Inspections Act 2006 states. "Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder, or committing an offence."

Physical restraint of a pupil should only be used as a last resort once all other options have been exhausted. Any form of restraint should be used only when reasonable, proportionate and absolutely necessary. Therefore:

- It should only be used if the learner is putting himself/ herself or others in danger and where failure to intervene would constitute neglect.
- The incident must be recorded in the school's incident recording system.
- An individual Risk Assessment and positive Behaviour support plan will need to be carried out- this might apply when an individual learner needs physical interventions, using Team Teach strategies as apart of an ongoing behaviour management plan.
- Class teams and support staff need to be able to establish the possible consequences of using a particular Team Teach method(s)of physical intervention when difficult behaviour occurs.
- The staff must update the learner's Positive behaviour Plan including the Team Teach physical interventions which have been successful and share with relevant colleagues.
- If physical restraint is used parents/ carers need to be contacted before the pupils arrives home.

Physical Restraint should never be used as a form of punishment.

Once the incident has been de-escalated and the learner is regulating again the class team need to consider which appropriate repair work needs to be done to offer a debrief for staff, and maintain a positive relationship with the learner.

It is expected that any physical intervention will be used to reduce potential and actual risks, based on a dynamic risk assessment made by the attending/ present staff.

## **Sexual harassment and sexual violence**

Beaufort School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. This will include inappropriate contact between pupils.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small',

they feel it might be. In situations where pupils are not able to communicate this because of their needs, staff are to be vigilant to any behaviours from child to child that may be deemed non-consensual and report this immediately, and record incident on our Safeguarding reporting system My Concern.

The school's response will be:

- Proportionate
- Considered



- Supportive
- Decided on a case-by-case basis and considering the complex needs and developmental stage of the pupil(s) involved.
- Senior Leaders will decide on appropriate action and sanctions in line with the consequence policy section above.
- Parents of all parties are to be fully informed on any incidents.
- Senior Leaders will seek advice and support from external agencies where appropriate.

### **Confiscation, searches, screening Searching,**

Screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation and is carried out by one member of staff and witnessed by another.

Confiscation of any prohibited items (listed in section 3 of the DfE advice above) found in a pupil's possession because of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### **Sanctions and consequences**

Beaufort School recognises that the appropriate use of consequences in conjunction with rewards has an important role to play in encouraging pupils to take responsibility for their own behaviour. When considering consequences, this is only to be used when pupils understand the relationship between the consequence and inappropriate behaviour(s) displayed and where the consequence is consistently effective in reducing the inappropriate behaviour.

## **8. Pupil transition**

### **8.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the school environment, behaviour policy and the wider school culture.

### **8.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.



## 9. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Team Teach
- Positive behaviour approaches
- Total communication environments
- Specific communication training i.e Makaton/Pecs.
- Trauma informed practice

Behaviour management will also form part of continuing professional development.

## 10. Monitoring arrangements

### 13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every Term by the Senior Leadership Team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

This behaviour policy will be reviewed by the headteacher and the IEB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the IEB.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the IEB annually.



## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Care and Control Policy
- Mobile phone policy
- Attendance Policy

