Great Arley School

Our vision

- To become a great provider and recognised leader of SEND in Lancashire
- To provide the right curriculum that is personalised for every child to ensure they reach their full potential
- To provide a safe & thriving environment for both staff and pupils where wellbeing is paramount

Dare to Dream, Aim to Achieve

Behaviour Policy

DATE REVIEWED	REVIEWED BY	NEXT REVIEW DATE
Autumn 2026	Nicola Holland	Autumn 2027

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Great Arley Governors
Governors Statement of Behaviour Principles

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The governing body therefore has a duty to produce, and review, a written statement of principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. This is a statement of principles, not practice: it is the responsibility of the Headteacher to set out the practical applications of these principles in a range of policies, including the Behaviour Policy. They must take account of these principles when formulating policies. The Headteacher is also asked to consider Equality legislation and guidance in DfE publication: *Behaviour in schools Advice for headteachers and school staff February 2024.*

The Governors at Great Arley School believe that high standards of behaviour lie at the heart of a successful school and that good behaviour allows pupils to make the best possible progress in all aspects of school life. At Great Arley School we are all committed to establishing a learning environment that promotes positive behaviour and relationships where staff and pupils treat each other with care, dignity and respect.

The Governors will review these principles annually and publicise its contents on the website.

Principles:

1. Every child has the right to learn but no child has the right to disrupt the learning of others.
2. All pupils, staff and visitors have the right to always feel safe in school.
3. Great Arley School is an inclusive school; all members of the school community should be free from discrimination of any sort under the Equality Act 2010.
4. All policies should be underpinned by our ethical values of openness, honesty, social responsibility and caring for others.
5. We seek to give every child a sense of personal responsibility for his/her actions.
6. It is expected that all adults will always set excellent examples to the pupils.
7. The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect.
8. Sanctions and rewards will be consistently, fairly, proportionally and reasonably applied.
9. The Governors expect the Headteacher to include guidance on the use of reasonable force – 'Team Teach'.
10. The governors wish to emphasise that violence, threatening behaviour or abuse by pupils, carers or parents towards the school staff will not be tolerated.
11. Where there are significant concerns over a pupil's behaviour, the school will work with parents/carers to develop strategies through a Positive Handling Plan.
12. The school will seek advice and support from appropriate outside agencies, including the SEND Team, if needed.

A Whole School Approach to Behaviour Management

Introduction

Pupils who can develop and maintain positive behaviour patterns are more likely to lead happy and fulfilling lives during their time with us and then beyond into adult life. Pupils in all educational settings develop patterns of behaviour that reflect the environment they are learning in. It is therefore our moral obligation to create and maintain a positive, well-ordered and respectful learning environment in which our pupils can grow and develop.

The following policy provides clear guidance and instruction on the methods by which our school can promote positive behaviour in our pupils through the principles and practical application of behaviour support and strategies. Supporting positive behaviour is fundamental to each pupil's well-being and safety.

Core Values:

At Great Arley school we are committed to establishing a safe and happy learning environment that promotes good behaviour, self-discipline and respect. We aim to develop good relationships between staff and pupils to enhance teaching and learning through a well-ordered and respectful learning environment in which our pupils will grow and develop. Pupils who can develop and maintain positive behaviour patterns are more likely to lead to happy and fulfilling lives during their time with us and into adulthood.

We have established a set of core school values:

- Independence
- Determination
- Positivity
- Kindness
- Confidence

These underpin everything we do at our school. These values were developed collaboratively through consultation with staff, children, parents/carers and governors, ensuring they reflect the shared aspirations of our whole school community. Staff regularly refer to these values to support and guide children in their learning and personal development. They are prominently displayed throughout the school (see appendix 5) and featured on our website, serving as a constant reminder of the principles that shape our culture and daily practice. Behaving in a way that reflects our core school values will also enable pupils to earn reward points on the 'Class Dojo' reward system used across school.

We believe that the behaviour of pupils at Great Arley school is everyone's responsibility to include, children, parents, carers, staff and the governing body. This enables a holistic, positive and proactive approach to behaviour and emotional regulation.

We are a school that strives to meet individual needs and therefore we reserve the right to be flexible in our implementation of this policy to enable a consistent approach for our pupils with individual and more complex needs.

Our practice in supporting pupil behaviour is by using:
'Positive approaches to promote positive behaviour' and this philosophy is expected to underpin all our actions, words and attitudes towards all pupils always.
Just as we might support a pupil in the acquisition of any academic skills, so too there is a need to support each pupil in the development of behaviour which is

- functional
- socially acceptable
- effective
- dignified
- respectful of others

An understanding of learning disability compels us to proactively engage each pupil in the development of these skills whilst always respecting the individuality of each person, their rights and their needs. Our primary objectives are:

Objectives

1. To increase each pupil's self-esteem, sense of worth and awareness of their value to others.
2. To enable each pupil to demonstrably value all members of the school community, their local community and the world beyond.
3. To maximise each pupil's capacity to regulate and manage their own behaviour across a range of social and academic settings proactively and positively.
4. To build each pupil's resilience to a variety of challenging circumstances empowering them to behave in mature and appropriate ways.
5. To develop the school's capacity to support all pupils in the acquisition of the skills, knowledge and understanding that will enable them to be socially well-adjusted and lead happy and fulfilling lives.
6. Ensure regular attendance.

Rationale:
We believe that:

- Children and young people want to behave well.
- Behaviour is a means of communication – it is essential that all pupils are supported to communicate their needs safely and appropriately.
- All our pupils deserve empathy and understating.
- With the right support and intervention, children and young people can learn to effectively regulate their emotions.
- Promoting positive behaviour and using inclusive practice are key approaches.
- A consistent approach to behaviour is fundamental to effective practice.
- Mistakes are part of the learning process.
- All our pupils have different needs which can impact on how they learn to behave.
- It is important to teach positive behaviours that we want to see in our pupils.
- All adults can learn strategies to support children and young people to improve their behaviour.
- Multi-disciplinary working with external agencies secures the best outcomes for our pupils.

Staff can support the children and young people in our school by:

- Nurturing positive relationships with each other
- The quality of our provision

- A well-informed understanding of their needs.
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned.
- Working in close partnership with parents and carers and external agencies.
- Consistently implementing agreed strategies to support regulation and behaviour.

Staff working at Great Arley school acknowledge that it is important to:

- Have a child-centred approach, rooted in empathy and understanding.
- Use accessible modes of communication including visuals such as symbols, visual schedules and social stories.
- Have clear and realistic expectations.
- Think outside the box and identify the reasons behind the behaviour.
- Have rules that apply appropriate but firm boundaries
- Follow predictable routines where possible for all pupils.
- Use the language of choice.
- Have rewards and consequences in place as appropriate.
- Have a restorative approach where appropriate.
- Use descriptive and visual praise where appropriate.
- Invest in their relationships with the children and have fun teaching and learning.
- Maintain a consistent and positive approach.
- Reassure pupils that they are cared for and valued at Great Arley.

Supporting children and young people to communicate effectively is an important part of supporting them to behave appropriately. Most of our children and young people learn in small, incremental steps over a very long period.
By using the 'language of choice' staff teach pupils that their behaviour is their own responsibility. We actively encourage pupils to choose the right thing to do and, where appropriate, explain the consequences of their choices.

Mistakes are part of the learning process.
We do not make a judgement about it – instead we support our children and young people to get it right. However, pupils do know that their actions have consequences and that if their behaviour is good, they will be rewarded, therefore encouraging further positive behaviour. All consequences will be thoughtfully applied fairly and equitably to all pupils, keeping in mind their individual and complex needs.
All staff work as a team and always support each other. They consider the learning styles and needs of children and young people and have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.
We foster high expectations in an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, whilst considering the welfare and well-being of others. No pupil will be penalised on the grounds of race, gender, religion, disability or sexual orientation.
This approach supports all children in feeling safe and secure in order that they can do their best learning.

Purpose of the policy:

1. The central purpose of the policy is to encourage positive pupil behaviour and attitudes.
2. To develop a consistent approach to behaviour management.
3. To promote good inter-personal relationships and mutual respect at all levels within the school and to help develop a sense of community.
4. To promote the attitudes upon which respectful and tolerant behaviour are based – through multi-cultural awareness and equal opportunities.
5. To lead each child to an awareness of the need for appropriate behaviour, respect for others' rights, the value of co-operation and good social skills.
6. To create and sustain a positive, supportive and safe environment for pupils to learn, develop and achieve their potential. This is every pupil's right.
7. To establish a pastoral care system based on the strengths of all staff as positive role models for pupils.
8. To emphasise the importance of a whole school approach based on the value of everyone's contribution, mutual respect, co-operation and fairness.
9. To make the school a welcoming place of which we can all be proud.
10. Pupils will be given positive models of ordered and safe environments through the careful organisation and presentation of classrooms.
11. Positive reinforcement to be advocated in all classrooms and out of school educational visits and activities.

Understanding complex and challenging behaviour

Human behaviour is an infinitely complex and enigmatic phenomenon. Understanding behaviour is fraught with problems, contradictions, and dilemmas and yet remains fascinating and is crucial in the development of supportive behaviour strategies. At Great Arley school we believe that all voluntary behaviour relates to having needs met, that it is functional and serves an identifiable purpose. Some of our pupils display challenging behaviour as a response to the complex pattern of needs their learning difficulties cause. These problems may be compounded by additional difficulties including mental health problems, social deprivation and complex medical conditions requiring strategies which are informed by an extensive understanding of challenging behaviour.

In attempting to modify behaviour we must first examine the motives behind the behaviour and identify the area of need which the behaviour is serving, think 'outside of the box'. To structure this investigation a thorough **functional analysis** needs to be completed. Following this process, strategies which directly address the behaviour can be developed. Effective strategies in addressing challenging behaviour are characterised by:

- thorough functional analysis of the behaviour
- accurate identification of the behaviour to be addressed
- appropriate realistic interventions
- clear objectives for outcomes
- consistency in applying the strategy
- review and evaluation

Such strategies require

- close collaboration between everyone involved in the pupil's life
- non-judgemental working relationships
- honesty
- adequate resources

It is only by developing a coherent and credible understanding of the behaviour patterns a pupil exhibit that we will be able to address those aspects of the pupil's behaviour which are inappropriate. Analysis, planning and reflection need to be formalised and embedded in the practice of the school.

Creating Supportive Environments

Our first obligation as educators is to create a welcoming, supportive and enjoyable environment for our pupils to learn in. Our duty of care for each pupil should be explicit and constantly reinforced through our actions, words and attitudes. Our pupils need to feel good about themselves, good about their peers and good about the staff team. To achieve this all members of staff are committed to observing the following key principles.

Ten Key Principles for a Consistent approach to Behaviour

1. **Be positive** – in all your interactions with pupils. Comment on the positives pupils do; expect the best and you will get it. Avoid negative language around negative behaviour; it will only reinforce it. Do not shout at pupils; its effect is temporary at best and abusive at worst. Reprimands should be delivered in a planned and considered manner with respect for the pupil's dignity.
2. **Remain consistent** – be the stability that many of our pupils crave. Be predictable and reliable adhering to the same approaches and routines.
3. **Strive to understand more** – analyse behaviour and study its effect. Ask why things happen, seek solutions.
4. **Stay calm** – in difficult situations, do not become part of the problem by losing control, become part of the solution by remaining clear headed and rational.
5. **Work together** – no one person has all the answers. Always present a coherent and united front. The pupils will respond to consistency.
6. **Seek advice and support** – the best educators exercise humility. Be comfortable about talking things through with others and following school procedures with regards to support for behaviour.
7. **Celebrate achievement** – surround pupils with the sweet sound of success. It's contagious and they will respond in a positive manner.
8. **Support your colleagues** – trust the professionalism and judgement of others. Do not contradict another member of staff in front of pupils or colleagues. If you are not sure of something they are doing, ask them about it later in private.
9. **Respect confidentiality** – be sensitive to the sensitivity of the work we do. You must not discuss or criticise any pupil or incident you witness unless it is for the tangible benefit of the pupil.
10. **Plan strategically** – be prepared to wait for success. Think about the long-term benefits and not the short-term gains.

Staff Training
Our staff team at Great Arley receive regular training and updates on behaviour management and de-escalation strategies, and our Behaviour Lead, Behaviour Mentor and WASP Team actively support staff teams with strategies as required. Our Behaviour Lead is Sarah Chaloner and our Behaviour Mentor is Jenny Keogh.

Supportive and Functional Environments
The impact of the environment on a pupil's behaviour is a major consideration in the planning of practice. To develop positive and appropriate behaviour, the environment must be both **supportive** and **functional**. A supportive environment relates to the '**attitudes and actions'** of the people in the environment. A functional environment relates to the '**suitability'** of an environment in meeting a person's need. Responsibility for the environment rests with every member of the school team and the right to work in a supportive and functional environment is recognised for staff and pupils alike.

A **supportive** environment is characterised by:

- a calm, purposeful working atmosphere
- friendliness
- happy working relationships
- flexibility
- responsiveness to needs
- a caring attitude amongst staff
- tolerance and patience
- optimism and high expectations
- clear and consistent boundaries for acceptable behaviour

A **functional** environment is:

- safe and secure
- tidy, uncluttered and clean
- strongly visual
- clearly demarcated for activities
- labelled appropriately to the pupils' needs
- optimally stimulating
- sufficiently resourced

A constant evaluation of both the supportive and functional environment is required to ensure that as pupils develop the environment evolves accordingly. The school's Leadership Team and Governing Body are responsible for determining that resources are available to ensure the environment is both supportive and functional.

Support Systems
Restorative Approaches
Great Arley school follows a 'Restorative Approach' to behaviour. This involves supporting pupils in reparative actions, making the right choice and putting things right.

What is a Restorative Approach?
At its core, the restorative approach is a philosophical shift away from the traditional, punitive approach to wrongdoing. The restorative perspective views misbehaviour as an offense against

relationships. This approach maintains a focus on accountability of actions with a specific emphasis on empathy and repairing of harm. Therefore, a restorative approach seeks to address underlying issues of misbehaviour and reintegrate pupils back into the school and classroom community.

Traditional/ Punitive Approach	Restorative Approach
What rule was broken?	**Who has been hurt/what relationship was damaged?**
Who broke the rule?	**What are the needs of those harmed and what parties have a stake?**
What do they deserve/how will they be punished?	**What stakeholders will be involved and what process will put things right again?**

What Does a Restorative Approach Look Like in School?
Restorative practices are a framework and set of practices used for the *prevention* of rule breaking and as an *intervention* after a rule is broken. They can be informally infused in classrooms or formally and systematically implemented school wide. At the classroom level teachers can focus on building a sense of community and fostering relationships to develop a shared sense of responsibility for the well-being of each group member.

Examples of Proactive Practices in the Classroom

- *"Fair processes"* such as establishing classroom rules and expectations as a group to engage in shared decision-making.
- Teach, model and practice *"affective statements/questions"* that explain/ask how others are impacted by the positive or negative behaviour of an individual.
- Using *"proactive or responsive circles"* in which the class comes together in a circle to discuss topics of concerns or problem solve.
- Inform parents and communicate with school staff the restorative approach to promote generalisation.
- A focus on 'Behaviour for Learning' to promote resilience and to teach pupils how to manage conflicts fairly.

Individual/small group time with the Behaviour Mentor/WASPs
Pupils who need support with their behaviour will have the opportunity to meet with the Behaviour Mentor when necessary. Time can be spent discussing any issues or problems pupils may be having. Work can also be done on individual anger management programmes.

Sensory Passports
Sensory passports are incorporated into the curriculum for pupils identified by the specialist Occupational Therapist; this allows pupils the opportunity to regulate their sensory needs therefore improving their own behaviour.

Duty of Care

As people employed in the education of pupils, the staff at Great Arley school are all subject to a duty of care for the pupils at the school. People who have a duty of care are obliged to ensure that they take reasonable care to avoid acts or omissions which are likely to cause harm to another person. In the context of Great Arley school, this requires members of staff to be:

- proactive in supporting pupils' positive behaviour
- vigilant in their care of pupils
- aware of current developments in Safeguarding and Child Protection Policies
- accountable for all the actions they take

Working with Families and Other Agencies

It is imperative that the school works closely with each pupil's parents or carers to evolve effective strategies to support pupils across a range of contexts. Constant liaison and collaboration are required to develop consistent approaches that enable the pupils to generalise appropriate learning and to support both families and professionals in their work with the pupil.

The school will actively engage other multi- agencies and professionals where it is considered by the school and the pupil's parents or carers that this action is in the best interests of the pupil. The school will offer and seek support in the development of practice which is of benefit to the pupil or the pupil's family.

Supporting Staff

Working with pupils and families in developing positive and appropriate behaviour requires great skill and dedication. At Great Arley school we are committed to supporting staff in this highly demanding work by:

- Providing training in the use of appropriate strategies and interventions which are guided by the principles of Team Teach
- Provide CPD opportunities and/or peer support for staff
- Providing pastoral support from a member of the SLT to individuals or class teams as required.
- Developing Behaviour Support Plans (BSP) and Positive Handling Plans (PHP) for pupils to address challenging behaviour (Appendix 2)
- Dedicating time to the discussion of issues related to behaviour support
- Regular monitoring of incidents by SLT, Key Stage Leaders, tutors and the Behaviour Mentor/WASP team
- De-briefing sessions following stressful or serious incidents (supervision)
- Supervision open door policy for any member of staff requesting support

The effectiveness of any strategy is dependent upon the skills and commitment of the people engaged in that strategy. It is vital that staff feel equipped, both emotionally and technically, to address this crucial area of their work and it is therefore an obligation upon the school to always support and encourage colleagues.

Behaviour support must focus on the needs of the pupils, recognise the difficulties that pupils may face and offer positive approaches to support positive behaviour. It must never be punitive, aversive, threatening or compromise the rights of the pupil. Where staff feel that approaches are in any way illegal or inappropriate and they have a complaint, they are obliged to report this immediately to the Headteacher, Chair of Governors or Local Authority in accordance with the school's Safeguarding and Child Protection Policy, procedures within the school Safeguarding and Child Protection Policy.

Behaviour support strategies may be implemented to support individual pupils in class. These proactive strategies may include reward charts, report cards or social stories.

Behaviour Support Plans (BSP) and Positive Handling Plans (PHP) (Appendix 2)

Building on the principles identified above, the Behaviour Support Plan (BSP) provides a planned and consistent framework which addresses behaviour that is not sufficiently addressed through the standard principles of good classroom practice and common sense. The Behaviour Lead and Behaviour Mentor/WASP team are responsible for liaising with Key Stage Leaders, tutors, parents, carers to analyse the behaviour of a pupil through CPOMS reports, observations and other evidence gathered to write and create a BSP to enable strategies to be established so that all stakeholders work in a consistent approach to the benefit of the pupil. This must be shared with all parties including the pupil (in a way that is appropriate and accessible), signed and agreed together with a review date set no less than every 4 weeks or sooner if needed.

A BSP will be introduced for a pupil if there is:

- an awareness of behaviour which is likely to endanger the pupil, their peers or colleagues working with the pupil
- a prolonged period of disturbed or challenging behaviour
- persistent concerns related to a pupil's wellbeing or health
- completed reports on CPOMS evidencing the behaviour and actions

BSPs will be written by the pupil's class teacher, supported by the Behaviour Lead and Behaviour Mentor/WASP team and must be shared with the Key Stage Leader, a pupil's parents or carers, the pupil and approved by the Behaviour Mentor/WASP team. It is considered good practice that everybody working or living with the pupil will have been consulted during the design of the plan. BSPs should be reviewed on an on-going basis. If required, a Positive Handling Plan (PHP) may be introduced and reviewed by the Behaviour Mentor/WASP team, tutor, parents and carers, KS leader regularly.

This will enable a whole school consistent approach to behaviour support.

Behaviour for Learning

At Great Arley, 'Behaviour for Learning' is explicitly taught as an element of the curriculum to support pupils in developing the social, emotional and behavioural skills necessary for successful learning. In the primary phase, this is delivered through the Equals curriculum, which provides structured opportunities to explore and practise positive behaviours in a consistent and supportive environment. In the secondary phase, pupils engage in dedicated fortnightly lessons focused on behaviour for learning, complemented by regular in-class reminders, visual prompts and reinforcement strategies. This whole-school approach ensures that expectations are clear, consistent and embedded across all learning contexts, enabling pupils to thrive both academically and socially. See appendix 6 for behaviour for learning curriculum overview.

Rewards, consequences and support

At Great Arley school reward systems are extremely effective motivators in the development of positive behaviour. Most people respond positively to praise and encouragement and look forward to rewarding experiences offered because of appropriate behaviour. An important indicator of the ethos in the school is the use of praise and encouragement with pupils as we seek to develop their confidence and self-esteem. For some pupils, the intrinsic value of praise is insufficient, and further rewards might be necessary such as access to favoured activities. Every member of staff in school has been consulted and a reward system identified by each Key Stage, though individual class teachers can develop their own individual ideas into their own classroom if it supports their teaching and learning.

We seek to reward pupils for their efforts, good behaviour, achievements and hard work in a variety of ways at Great Arley school. Incentive schemes are in place for each Key Stage to recognise many

different achievements as well as a weekly achievement assembly and a termly achievement assembly. Whole school and key stage rewards are identified below but not limited to:

- Verbal praise and encouragement
- Class Star of the week certificates
- Senior Leadership stickers and praise for good work
- Trips to cinema, park, bowling
- Termly Achievement Assembly- parents and carers of winners are invited to attend.
- Post cards home
- Home/school diaries to parents/carers where appropriate
- Attendance certificates and prizes each term
- Raffle tickets to be drawn for gift card termly (KS4)
- Bronze, silver, gold sticker charts towards school trip (KS3)
- Dojos
- Recognition on school social media
- School banners for exceptional sporting achievements
- Star in the Box/ dip box- good work in science and DT.
- Dip box for on-the-spot reward or a collection of Dojos.

Attendance Rewards – Attendance is recognised as a vital part of a pupil's education. We reward excellent and improved attendance with individual certificates and awards.

Celebration Assemblies – A celebration assembly in each key stage is held each week to celebrate a variety of pupil achievements, both in and outside of school. Assemblies in KS3 have a theme. An Achievement assembly is held each term to celebrate pupils' achievements in their class and a variety of subject areas. Pupils receive a trophy and gift card. They also receive a smaller trophy, to keep, for winning one of the subject trophies. Parents and carers of award winners are invited to attend. Their photo is displayed on the winners' board in the hall.

School actions when expectations are not met

Within the school day there are situations which may occur that require different levels of intervention. The school is committed to ensuring that the way it reacts to such situations is consistent whilst also dealing with each incident individually and taking all circumstances into consideration. Consequences will be applied when inappropriate behaviour occurs.

As a rule, pupils do not respond in a positive way to being shouted at by an adult and will either become extremely distressed or over-stimulated and likely to behave inappropriately. Similarly, other pupils in the vicinity may become distressed or over-stimulated by shouting causing difficulties to escalate. Where it is felt that a reprimand is necessary and will be effective, this should be delivered in a calm and quiet manner in such a way as not to provoke further inappropriate behaviour or trigger inappropriate behaviour in other pupils.

Mobile Phones

Many of our pupils use mobile phones during their journey to and from school. On arrival, pupils are required to place their mobile phones and any wearable electronic devices into secure pouches, where they will remain until the end of the school day. Further information can be found in our Online Safety and Acceptable Use Policy.

Reasonable Adjustments

The DfE guidance- Behaviour in schools Advice for headteachers and school staff February 2024, states:

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

As such our school has a duty to consider reasonable adjustments for pupils with identified needs that may pose a barrier or difficulty when following the requirements of the school policy for example, it would be reasonable to suggest that a pupil diagnosed with ADHD may need some adjustments when following a behaviour rule around active listening.

As a school we must be mindful of the SEND Code of Practice when deciding on support, intervention and consequences for all pupils identified with having special educational needs.

Guidance for schools can be found in the Lancashire Behaviour Toolkit.

Consequences

Rewards are central to the encouragement of good behaviour, but realistically there is a need for consequences to register the disapproval of unacceptable behaviour within school and whilst out on educational visits or reward trips.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied
- It must be made clear what changes in behaviour are required to avoid future consequences
- Group consequences should be avoided as this breeds resentment
- There should be a clear distinction between minor and major incidents
- The focus should be on the behaviour not the pupil

Consequences could range from expressions of disapproval, loss of break times, phone calls home to parents/carers to discuss behaviour, referral to the Behaviour Mentor/WASP team, letters to parents/carers, internal isolation, fixed term suspensions and ultimately in the last resort permanent exclusion (following the LEA guidelines).

The Behaviour Lead and Mentor/WASP team can put in place a behaviour chart, which is age appropriate, (an example of one behaviour chart Appendix 3) as a strategy to monitor triggers/behaviour patterns and to enable staff and pupils to have a visual report on progress that is shared with parent/carers daily.

However, due to the special needs and complex difficulties that our pupils have written in their Educational Health Care Plan (EHCP), our school will endeavour to put interventions and strategies in place to avoid suspensions which may be the support of the Behaviour Mentor/WASP team. Key Stage Leaders, Behaviour Mentor/WASP team, tutors and teaching assistants are important to this process, as is the monitoring by observation of behaviour and triggers, recording of behaviours, and analysis.

Conduct out of school

Consequences out of school – teachers have statutory powers to discipline pupils for misbehaving outside of school premises. The Headteacher has a specific statutory power to regulate pupils' behaviour in these circumstances to such an extent as reasonable. If the behaviour is presented by pupils on a minibus on the way to or from school, the Behaviour Mentor and SLT will liaise with the

personal assistant on the minibus and if necessary, contact the minibus provider. If other behaviours are brought into school as a 'concern' then the Head Teacher will decide to intervene or not.

Critical Incidents

In more serious situations, when concerns are persistent or when a serious incident has occurred for example physical violence towards staff or pupils, intentional damage to property, Homophobic/Racist incidents, online bullying or leaving the school building, a range of more serious consequences can be applied and parents/carers will be informed, staff will also complete a Critical Incident Log using CPOMS. If a serious incident occurs the consequences may be:

- 1:1 provision
- Internal isolation
- Fixed period suspension
- Permanent exclusion

1:1 Provision

Pupils who receive 1:1 provision will spend time working out of class under the supervision of a member of staff. Time will be spent at break times with the WASP team or Key Stage leader exploring strategies for understanding feelings and making the right choices.

Internal Isolation

If a pupil's behaviour requires them to be removed from the classroom, internal isolation provides a supervised, safe environment away from their peers. The duration should be proportionate and used only when genuinely necessary. Isolation can help maintain a positive learning environment, prevent further disruption, and offer pupils the opportunity to calm down or refocus. It also allows time for reflection and tailored support, helping the pupil to regulate their behaviour and avoid additional escalation.

Fixed Period Suspension

The school will try whenever possible to keep the number of days a pupil is suspended to a minimum. In most cases suspensions of 1-3 days are appropriate. In some serious cases a longer suspension may be imposed, or an initial period of suspension set, pending the outcome of an investigation. The Headteacher may suspend a pupil for a fixed term of up to 45 days in an academic year.

Where suspension exceeds five days, the school (tutor) will arrange for work to be sent home for the pupil to complete.

Whenever a pupil is suspended, it is helpful for the school, pupil and parents/carers to discuss the issues with the school. In most cases the parents/carers and pupil will be invited into school to attend a re-admission meeting.

Permanent Exclusion

This is the final sanction when the school has exhausted all means at its disposal to help a pupil with their behaviour. The school must be convinced that to keep a pupil on roll would seriously impair the education and/or safety of other pupils. There are also rare cases when a single incident may cause the Headteacher to recommend permanent exclusion to the Governing Body.

Intervention
As part of the duty of care it is often necessary to intervene in difficult incidents. Where possible, such intervention should be planned, co-ordinated and guided by the principles and practices of Team Teach (Team Teach: Parents/Carers information. See Appendix 4).
However, at times, staff may have to react spontaneously to situations and at these times all parties are vulnerable. To minimise the risk to everyone the following principles must be adhered to during **unplanned interventions:**

- the pupil's safety and that of other pupils is of paramount importance.
- staff should take every precaution to avoid being left alone with a pupil.
- if isolated, seek support as soon as is reasonably possible.
- return to familiar and established practice as soon as the situation is stabilised.
- report and record the incident in its entirety on CPOMS as soon as possible.

On rare occasions it may be necessary for staff to intervene physically to control or restrain a pupil. Staff would only intervene and use reasonable force when:

- Pupils may injury themselves or others
- Where the behaviour is prejudicial to maintaining good order and discipline in school or among other pupils
- When an action occurs on school premises or during an authorised activity off premises where pupils may be causing damage to property.

To safeguard both pupils and themselves, all staff must make sure they are aware of the details of this policy.
Any instance of the use of physical control/restraint needs to be recorded using CPOMS and SLT and Behaviour Mentor/WASP team alerted.
The use of reasonable force is very much a last resort and will only be used when all alternatives have been tried and have failed. Staff will use their skill and experience to avoid such situations occurring and will act in a professional way, seeking to maintain the dignity and integrity of pupils in their care. Please refer to our Restrictive intervention Policy for further information.

Screening and Searching Pupils
At Great Arley School we follow the advice and guidelines given by the Department of Education: *Department of Education July 2023 –: 'Searching, screening & confiscation'.*

Advice for Head Teachers, school staff and Governing Bodies

About this departmental advice
'This publication is intended to explain the screening, searching and confiscating powers a school has, ensuring that headteachers and members of staff have the confidence to use these powers and schools are a calm, safe and supportive environment to learn and work. This publication also provides advice to headteachers and staff on their related legal duties when it comes to these powers. It also includes statutory guidance which schools must have regard to.'

Key points
Searching
• School staff can search a pupil for any item if the pupil agrees. The member of staff should ensure that the pupil understands the reason for the search and how it will be conducted.
• Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

- *Staff may search pupil's pockets, possessions and outer clothing only; strip searches are not authorised.*

Confiscation
• School staff can seize any prohibited item found during a search. They can also seize any item, they consider harmful or detrimental to school discipline.
Schools' obligations under the European Convention on Human Rights (ECHR)
• Under Article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these powers, this means that pupils have the right to expect a reasonable level of personal privacy.
• The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.
• The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

Searching with consent
Schools' common law powers to search:

- School staff can search pupils with their consent for any item.
- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- School staff can seize any prohibited item found as a result

Banned items:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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)
- if a member of staff suspects a pupil has a banned item in his/her possession, they can ` instruct the pupil to turn out his or her pockets or bag.

Searching without Consent
The Headteacher or a member of school staff authorised by the
Headteacher can search without consent for the following:
• Knives or weapons, alcohol, illegal drugs and stolen items; and
• Tobacco and cigarette papers, fireworks and pornographic images; and
• Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property.

The extent of the search
By law any search should be carried out by a staff member of the same sex as the pupil, with another staff member to witness. This rule may be omitted only if there is a reasonable belief that serious harm will be caused to a person if the search is not carried out urgently.
Staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.
The person conducting the search must not require the pupil to remove any further clothing than outer clothing.
All searches must be recorded using our school CPOMS.

Anti-bullying Policy – (Please refer to the full Anti Bullying Policy for more details)
Any incident of bullying should be dealt with immediately by the member of staff that is made aware. The Behaviour Mentor and Assistant Head should be informed and will make the judgement as to whether the parents/carers should be contacted.

Online Safety Policy - (Please refer to the full Online Safety Policy for more detail)
Any incident of Online Safety, within school or which takes place beyond school, should be dealt with immediately by the member of staff that is made aware. The DSL, SLT or our Wellbeing and Safeguarding Professionals (WASPs) should be informed and parents/carers should be contacted. Staff will complete the relevant CPOMS log to reflect the nature of the incident.
Online safety is mapped throughout the curriculum. Pupils are encouraged to talk about online safety and the experiences they have using social networking sites.
Strategies are regularly reviewed in the light of current practice and changes in technology.

Recording and Reporting Incidents
The recording and reporting of incidents is a crucial component of behaviour support at Great Arley school. All incidents are recorded on CPOMS for monitoring purposes. The processes of recording and reporting ensure that:

- safeguarding pupils remains paramount
- episodes of challenging behaviour are being closely monitored
- the action taken by members of staff is accounted for
- practice in the school is transparent to outside agencies
- procedures can be evaluated from an evidence base

The importance of recording and reporting incidents must be emphasised as these processes serve to protect pupils from abuse and members of staff from inaccurate allegations of impropriety.
An incident is defined as an event or episode in which

- a person is harmed or endangered
- there is clear evidence that a pupil has been injured
- a pupil displays behaviour which is outside the expected pattern of behaviour associated with that pupil
- a significant degree of damage is caused to property

Within the CPOMS report of a searching incident, the following information should be included:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The Designated Safeguarding Lead should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The DSL should also be informed without delay if they believe that a search has revealed a safeguarding risk.

Conclusion

Behaviour support is a complex and problematic topic and guidance within this field needs to be continuously evaluated and critically appraised. Staff in school must use positive reinforcement for behaviour using the strategies advised and the rewards agreed upon by all staff and pupils. A positive approach towards behaviour is important for our pupils who have individual and some with more complex needs therefore flexibility in this approach alongside a restorative approach is important to restore good behaviour and develop a readiness for teaching and learning. Parents and carers are under a legal duty to ensure that a child (5-16) receives a full-time suitable education either at school or by making suitable arrangements and parents and carers have a clear role making sure that their child is well behaved at school and a 'Home School Agreement' (Appendix 1) is put in place for every pupil at Great Arley school.
The staff and governors of Great Arley school will ensure that each child is happy in school, that their needs are met and that they have every opportunity to develop and make progress during their time with us.
To achieve this, it is important that everyone fulfils their responsibilities to include Head Teacher, staff, pupils, parent and carers and external agencies supporting Great Arley school.
This policy reflects the school's ethos and practice in this area and should be considered in conjunction with all Great Arley school's policies and other signposts to Department of Education advice and guidance as indicated in this policy.

Appendix 1

GREAT ARLEY SCHOOL HOME-SCHOOL AGREEMENT

The staff and governors of Great Arley School will endeavour to ensure that each child is happy in school, that their needs are met and that they have every opportunity to develop and make progress during their time at Great Arley.
To achieve this, it is important that everyone fulfils their responsibilities, and these are listed below.
The school will:

- Set excellent examples to the pupils at all time
- Welcome, value and support our pupils.
- Provide an environment and a curriculum which enable pupils to reach their targets and their full potential.
- Set and mark appropriate home learning in line with the Home Learning Policy.
- Expect and reward high standards of conduct, effort and attendance.
- Be open and welcoming to all parents and carers.
- Encourage parents and carers to be involved in the daily life of the school.
- Keep parents and carers informed about school matters and the progress of their children.
- Follow all relevant government/statutory guidance.
- Be committed to the safeguarding and wellbeing of all our pupils. It is our statutory duty to have robust policies in place and be proactive and preventative to ensure that children are protected from harm. We will respond to every issue that arises, which may mean seeking clarification from parents and carers and/or referring to Lancashire's Safeguarding Team and/or Children's Social Care.

At Great Arley School we recognise that attending school regularly has a positive impact on learning, progress and therefore the best life chances for children. We will encourage good attendance for all pupils, by offering an environment in which pupils feel valued and part of the school community.

In addition to the above we will

- Promote a culture across the school which identifies the importance of regular and punctual attendance.
- Make attendance and punctuality a priority for all those associated with the school, including pupils, parents, teachers and governors.
- Further develop positive and consistent communication between home and school.
- Set targets to improve individual and whole school attendance levels.

The parents and carers will:

- Ensure that their child attends school regularly, on time and wearing the correct school uniform, including PE kit on days when they have PE, swimming kit and all other necessary equipment.
- Contact school as soon as possible if their child will be absent for any reason.
- Provide an explanation of any absences from school.
- Ensure that school has at least TWO up to date contacts, including an emergency contact.
- Support their child in completing any set home learning and other learning tasks set for completion at home.

- Inform school of any problems, concerns or medical issues that may affect their child's progress or wellbeing.
- Work with school to develop strategies and plans for children (eg Behaviour Support Plan, Positive Handling Plan, Intimate Care plan)
- Support the school's policy on behaviour (more information found in the Behaviour policy found on the school website).
- Attend Parents' Consultations, Annual Review Meetings and any other relevant meetings.
- Treat members of staff with courtesy and respect (acts of violence, threatening behaviour or abuse will not be tolerated)

The pupils will:

- Attend school regularly and arrive on time.
- Wear the correct school uniform or PE kit.
- Be prepared for school and have the correct kit or equipment for swimming and Cooking and Nutrition.
- Behave well at school and when not at school.
- Follow the school rules and code of conduct and complete any consequences or restorative work that may be required.
- Keep the school clean, tidy and free from litter.
- Be kind and respectful to others at the school.
- Help to make the school a pleasant place in which to work and play.
- Respect all school property and not cause damage to it.
- Tell an adult and be honest if they are unhappy or have any problems, worries or concerns.
- Take all letters and messages home.
- Try their best in all activities

Agreed by:
Mrs A Gibbons (Headteacher)

Signed: ..... Date:

Parent/Carer :

Name:.....

Signed: ..... Date:

Pupil

Name:.....

Signed: ..... Date:

Appendix 2 Behaviour Support Plan

Name:	Class:	Year:	Date:
Teacher:	Banding:	SEN Category of Need:	Date of BSP review (4 weeks or sooner):

Positives and Strengths:
Behaviour(s) of concern:
What is the function of the behaviour? (highlight/delete as appropriate)
Interaction: To gain attention **Tangible:** I want, I need, Personal care needs, grabbing food, stealing, hoarding **Escape:** I don't want to do this/be here **Sensory:** I like it/I need to do it/I can't stop **Protest:** I am angry, upset, sad, avoidance, someone is 'cheating' or 'winning'
Identified triggers:
Desired outcomes:
Pro-active strategies to be used:

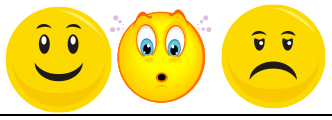
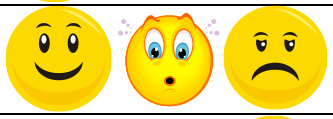
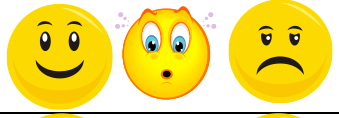
Consider: Language Visuals Communication Sensory and regulation Transitions Rewards and motivators	

Things to avoid:

Active and Reactive responses to behaviour	
Pupil starts to ..... (behaviours that you will observe)	Staff will ..... (how you will respond)

Does the young person demonstrate unsafe behaviours that require the use of Restrictive Physical Interventions?	☐ Yes (Complete PHP below) ☐ No (Skip to parental and staff agreement)

Appendix 3 <u>Behaviour Chart</u>

Name: Date Started: Who put pupil on report: Duration: Staff please comment and sign every lesson/break Parents/carers please sign and return to school		
Date	**Staff comment/signature**	**How did you do?**
Morning Registration		
Assembly		
Lesson 1		
Break		
Lesson 2		
Lesson 3		
Lunch		
Afternoon registration		
Lesson 4		
Lesson 5		
Staff Tutor	**Comments**	**Signature**
Parent/Carer		
Pupil		

Appendix 4

Team Teach: Parents/Carers information

At Great Arley School, we are committed to providing a safe, supportive and nurturing learning environment for all pupils. We recognise that some pupils may experience periods of emotional dysregulation that can impact upon their behaviour. In these situations, staff will always seek to support pupils through positive relationships, effective communication, de-escalation strategies and, where possible, the removal or reduction of known triggers.

There may, however, be occasions when a pupil requires additional support to regain emotional regulation and maintain safety. In a small number of circumstances, this may involve the use of reasonable and proportionate physical intervention to prevent harm to the pupil, others, or significant damage to property.

Great Arely School adopts the Team Teach approach to behavioural support and positive handling. Team Teach promotes a holistic, positive and person centred approach, placing a strong emphasis on de-escalation, risk reduction and the use of the least restrictive intervention necessary. Staff are trained in Team Teach and are skilled in working collaboratively to support pupils safely and respectfully during periods of distress.

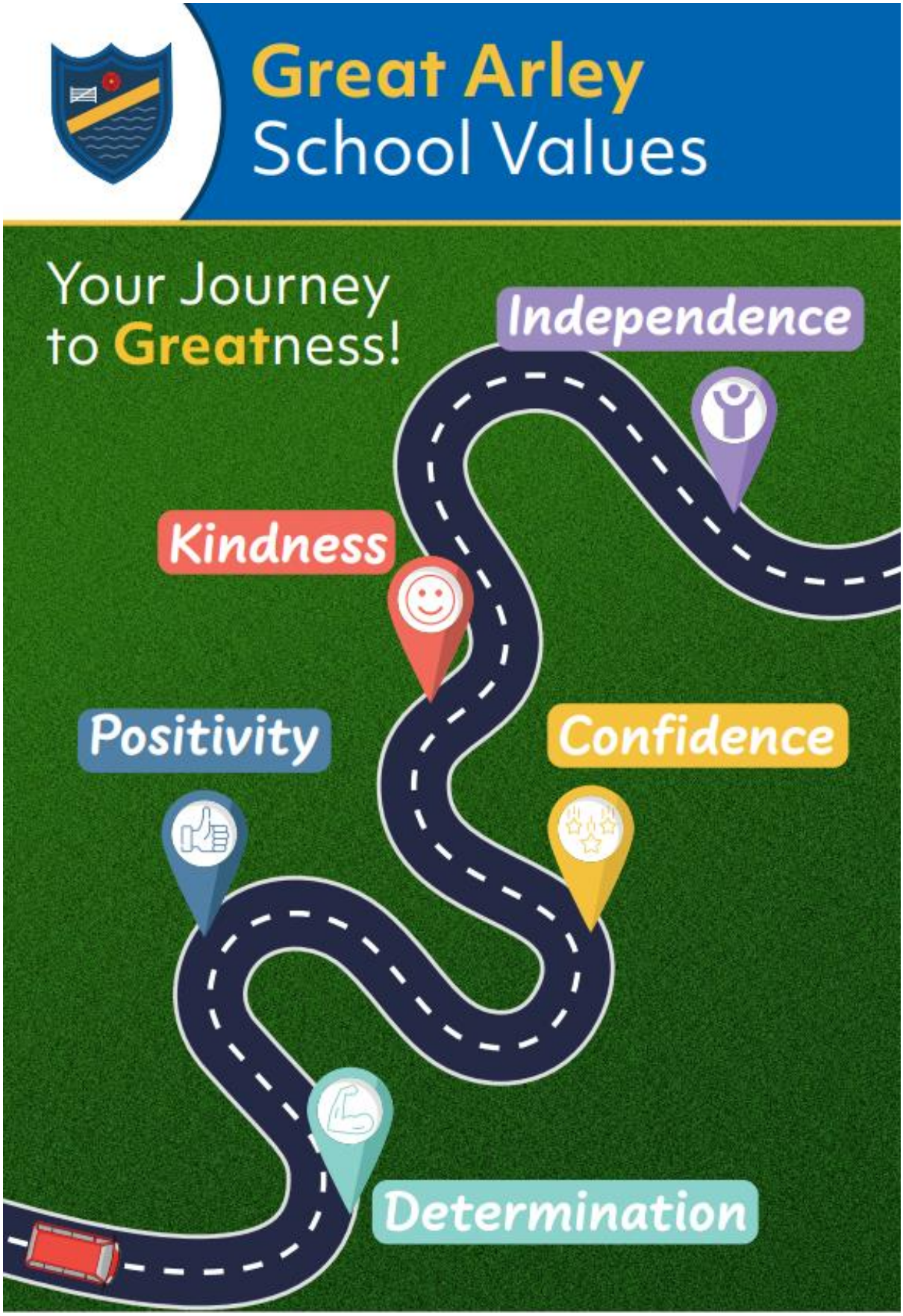
Any incident involving physical intervention will be recorded on our school recording system and is monitored by Nicola Holland (Deputy Headteacher and Designated Safeguarding Lead). Parents and carers will be informed of incidents involving the use of restrictive interventions as part of our commitment to openness and partnership working. For more information, please see our Use of Restrictive Intervention policy.

Where a pupil requires physical interventions on a more regular basis, and individual Positive Handling Plan will be developed. This plan will be created in consultation with parents, carers and relevant professionals and will provide clear guidance on proactive support strategies, known triggers, de-escalation approaches and any agreed restrictive interventions. All staff working with the pupil will follow the plan consistently to ensure a safe coordinated approach. Parents and carers are encouraged to share relevant information with others agencies and services supporting their child, such as transport providers, short break services and family support workers.
All incidents of restrictive intervention are reviewed to identify patterns, evaluate effectiveness and ensure that practice remains safe, proportionate and in the best interest of the pupil. Any injury sustained during an incident will be reported in accordance with school procedures and relevant reporting requirements.

The use of reasonable force and physical intervention is governed by current Department for Education guidance.

If you would like further information about our behaviour support, restrictive intervention procedures or the Team Teach approach, please contact Mrs S Chaloner (Assistant Headteacher and Behaviour Lead) or Mrs J Keogh (Behaviour Mentor).

Appendix 5


Great Arley
School Values
Your Journey
to Greatness!
Independence
Kindness
Positivity
Confidence
Determination

Appendix 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Ready to Learn E.g. Listening and attention, class rules, class expectations, staying calm, being on task, managing distractions, create visual displays for classroom using photos of pupils.	Collaborative Learning E.g. Working in groups, paired work, sharing ideas, teamwork, getting along with others.	Resilient Learning E.g. Accepting mistakes, responding to feedback, dealing with fallouts, seeking help and support, coping with challenge.	Independent Learning E.g. Self-regulating, trying new things, target setting, self-assessing, maintaining focus, self-help, self-care, managing own needs.	Enjoying Learning E.g. Growth mindset, taking ownership of learning, engaging with learning, taking pride in work, identifying interests and potential careers links.	Friendships E.g. Making new friends, maintain friendships, repairing friendships, communicating with others, preparing for next year.