



# Positive Behaviour Management Policy

## **Mission Statement**

**‘At West Oaks School we work with consideration, commitment and co-operation to ensure our school community will develop the capacity to enjoy life and succeed.’**

## **Introduction**

West Oaks SEN Specialist School and College recognises that communication, social interaction, and positive behaviour management are fundamental aspects of educating pupils with special educational needs.

Our SEN specialism in “Communication and Interaction” recognises the status these are given.

The school curriculum is highly adapted to meet the needs of our pupils; those with complex and multiple learning needs (CMLN), severe learning difficulties (SLD), Social, Emotional and Mental Health needs (SEMH) and autistic spectrum conditions (ASC).

Our curriculum aims to enthuse, engage, stimulate and maximise every pupils’ potential. We seek to provide a curriculum within which every pupil can achieve, be safe, be healthy and make a positive contribution.

Our positive behaviour management policy is a significant element of our provision which supports success in all aspects of school life and beyond.

It is therefore evident in all that we do at West Oaks School.

The Positive Behaviour Management Policy (PBM) supports our inclusive ethos and summarises our restorative approach.

- Our pupils have the right to learn
- Our pupils and staff have the right to be safe
- Our pupils and staff have the right to be valued and to be treated with dignity
- Our pupils have the right to consistent management
- Our pupils have a right to Equal Opportunities
- Safeguarding and child protection is paramount
- All physical interventions with pupils will be conducted in the context of the legal framework in which they are set
- A positive reward system will form the basis for implementation

## Practice and Procedures

*Every pupil at Boston Spa and Woodhouse Learning has an individual risk assessment (appendix 1).*

*Every pupil at Boston Spa and Woodhouse Learning has a 'passport'. Where appropriate individual pupils will contribute to their passport (appendix 2).*

*Positive Intervention Plans are in place for some pupils at both sites, this depends on the level of support needed with behaviour management (appendix 3).*

We endeavour to create a problem-solving approach to behaviour management. The pupil is not seen as the problem, it is their behaviour that is the focus of our experience and expertise.

Underlying factors which influence pupils' behaviour are analysed and documented as part of the process of developing an individual behaviour management plan

- Where a pupil's behaviour is of concern it should, initially, be dealt with by the class teacher and will in most cases be successfully addressed with the support of the associate staff within the classroom.

If concerns continue and progress is not achieved with present strategies the following will be implemented;

- The class leader will raise the case at behaviour support meetings. At those meetings, concerns and suggestions can be shared and an agreed strategy formulated to address the problem behaviour.
- The class leader with the support of senior leaders, if appropriate, will implement an agreed strategy and will monitor incidents of behaviour on a recording sheet(s) (appendix 4a and 4b).  
*This recording is very important as it will form the basis for evaluating the success of the strategy and will contribute to subsequent reviews.*
- The class leader ensures that the outcomes of the meeting are carried out on a day to day basis as agreed
- The Class leader ensures that the outcomes of the meeting are recorded in the form of an updated passport and/or a 'Positive Intervention Plan' (PIP)
- The class leader ensures that the plan is shared with and understood by staff who have contact with the pupil.
- Parents and carers are informed of the actions. This is important particularly where the use of positive handling/physical intervention may be thought to be necessary.
- At the initial meeting a date will be set to review the action taken, to monitor progress and to modify the programme as necessary.
- It may be decided at the review to seek additional advice from outside agencies, i.e. Educational Psychologist, CAMHS, Doctor, Social Worker etc.
- The new strategy will then, once again, be distributed to all relevant staff to ensure continuity and consistency and a further review date set.

- West Oaks does not permanently exclude pupils. In *very rare* circumstances a pupil may receive a fixed term exclusion for a minimum period

*All records (passports, risk assessments, PIPs) are kept centrally with copies also in the class behaviour file. Behaviour recording sheets/booklets are kept in class behaviour files.*

## **Pupils**

All pupils at our school are entitled to:

- Opportunities to develop self-worth through gaining success and where appropriate, accepting opportunities to develop self-discipline
- An orderly, caring and supportive environment in which personal growth can be nurtured
  - consistency of management from members of staff
  - praise and reward for positive achievement
  - access to a fair and balanced level of support
- Involvement in the planning of their own behaviour strategy if at all appropriate or desirable
- Opportunities to set specific behavioural codes for their particular groups to work within, through the school's PSHCE/Citizenship programme and pastoral system. These are displayed, symbol supported, in classes and bases
- Consideration for their dignity at all times by staff when dealing with behavioural difficulties. This includes the way in which pupils are addressed; the choice of language, tone of voice and general approach.
- Encouragement to develop non-aggressive strategies to resolve behavioural difficulties
- Reduction in environmental stressors, when these factors appear to have a negative impact on pupils' well-being

Peer-on-peer abuse is any harmful behaviour between children, including bullying, sexual violence, and sexual harassment

In order to prevent peer on peer abuse West Oaks

- Creates a safe environment, a culture where children and staff respect each other and don't tolerate violence or harassment
- Educates children, teaching children about consent and healthy relationships
- Supports victims, providing immediate support to victims of abuse
- Involves children, listening to children's voices and consider their feelings when deciding how to respond to abuse

## **Safeguarding**

Where there is cause for concern that a pupil may have suffered abuse or been a witness to abuse, procedures are implemented to support the pupil. We recognise that a pupil in this situation may show anger, frustration and helplessness through their behaviour. Our staff recognise the high level of responsibility this places upon them in terms of welfare and safeguarding in a school such as West

Oaks.

The schools 'Safeguarding and Child Protection policy' is strictly adhered to.

All information is treated with confidentiality and shared only with appropriate agencies

### **Parents & Carers**

All parents and carers receive opportunities for

- Regular and active involvement in the social and personal education of their child
- Constructive advice in formulating solutions regarding concerns about their child
- Regular, daily and open contact with school staff
- Information about the school's Positive Behaviour Management Policy (on the school website)
- The opportunity to express their views and possible concerns

Establishing and implementing appropriate behaviour patterns within a school context is considered to be fundamental to the pupils' education. It is important that appropriate behaviours are generalised to the home and to other settings. As parents and carers are our most important partners and many behavioural difficulties are experienced at home, parents and carers are actively encouraged to work alongside the school in the management of behaviour.

We can assist parents and carers by:

- Making the school available to all parents/carers.
- Involving them in the celebration of pupils' achievements
- Encouraging the regular use of home/school diaries in a positive way
- When appropriate involving parents in behaviour contracts agreed between pupil and school
- Involving parents and carers in the setting of behaviour plans
- Offering support and advice as and when it is required

### **Staff**

All staff receive:

- A supportive environment to promote effective teaching and learning
- The opportunity to participate in the development and review of the Positive Behaviour Management Policy
- Access to appropriate training
- Advice and support from colleagues via briefings/behaviour support meetings/staff meetings/as an individual

### **Positive Handling**

All staff are trained to de-escalate a difficult situation, some staff are specifically trained in positive handling/physical intervention.

Certain staff are trained as part of the 'Team Teach Programme' by internal Team Teach tutors to de-escalate and positively handle pupils who are showing negative/challenging behaviours. In

extreme circumstances or as part of a planned response this may result in a physical intervention. All such interventions are to be logged and reported to parents. *For more details please refer to the Care and Control Policy.*

**Responsibilities**

The Governing Body is responsible for ensuring that a school policy on behaviour is in place.

The Principal/Vice Principal are responsible for ensuring effective behaviour management throughout school.

The policy should be considered by the senior management team at a formal meeting on an annual basis.

This policy will be reviewed at least every 2 years.

Signed (Principal): .....

Signed (on behalf of the governors): .....

Date: .....