

# Ash Lea School Behaviour Policy

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## Introduction

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Positive behaviour and discipline are key foundations of good education. Without an orderly atmosphere effective teaching and learning cannot take place. Student's behaviour can prejudice their own educational chances, and also the education of the students around them.

The role of the school goes beyond simply maintaining order. It should also play a vital role in promoting the spiritual, cultural, social, mental and physical development of the students. Students need to know that, as they grow up, they will take on responsibilities in the community that go hand in hand with their rights. It is the aim of this school to assist students to grow up with a clear and acceptable view of what is right and wrong; appreciating the needs of others and of the society around them. Children learn by example as well as by rule. Staff at school have a substantial responsibility in setting a good example, although it is acknowledged that this will not be the only example that the student will follow.

Ash Lea School is committed to actively promoting the positive behaviour of all students who attend the school. The school believes that it should be fostering the following attributes in each student:

- respect for self
- respect for others
- respect for property and the environment
- co-operation and collaboration with others
- caring for self and others
- self discipline
- self motivation
- independence
- a positive approach to life

The school recognises that, in order to develop positive behaviour by all students, the full co-operation of students, staff, parents and governors is necessary to ensure a **consistent** and **fair** environment, with standards that are clearly understood and acceptable to all.



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## Statement of Intent - behaviour principles

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This policy will endeavour to ensure that everyone involved in the life and work of the school understands the school's approach to promoting positive behaviour.

The school is committed to a **student centred approach**, which builds upon individuals' skills and empowers students, staff and parents to work together to achieve each student's full potential. All work undertaken in this area will have the interests of individual students at its core.

The framework for promoting positive behaviour will include a whole school approach to recognising and applauding individual student's efforts to develop acceptable behaviour.

The framework will also have a commitment to supporting students in their understanding of other people's needs and the effect that they as individuals may have upon the ethos of the school.

The school will have a commitment to ensuring that students are given opportunities to become aware of the role that they have in helping to build a school environment that is harmonious, orderly and a positive place in which to grow and learn.

Ash Lea School has a commitment to working positively at all times.

**Guidance for the day – to – day management of students who display challenging behaviour will be available to support everyone who comes into contact with them in order to maintain a consistent and sensitive approach which will be individual to meet the students' needs.**

Ash Lea School endeavours to create an atmosphere that encourages teamwork and shared values. The school acknowledges a commitment to considering the contributions of all partners in the development of any work that is going to impact upon the style of approach or attitude towards any individual or the school philosophy as a whole.

Most of all, the school endeavours to increase the ability of each student to lead a purposeful, productive and, as far as possible, independent life in a constantly changing world.

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## **Equal Opportunities**

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[Link to equality act 2012](#)

Ash Lea School has a commitment to meeting the needs of all students regardless of physical, sensory, intellectual, emotional or behavioural difficulties, gender, social and cultural background, and religious origin.

### **Multicultural education**

Ash Lea School believes that children's self esteem stems from their personal identity. Their racial, cultural and religious background form part of this identity. Each student's cultural identity will be positively recognised by the school. The school rejects all forms of racism and is aware of its responsibility for the promotion of racial harmony and understanding. The school is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment in order to achieve their full potential.

### **Bullying**

Ash Lea School believes that every student has the right to enjoy learning in a pleasant, supportive environment. We will not tolerate any unkind action or remarks, even if they are not intended to hurt or offend. Any form of bullying will always be taken seriously. (see separate policy)

### **Sexual harassment / sexism**

Ash Lea School believes that sexism is incompatible with equal opportunities for all and that a commitment to anti sexism is a fundamental duty.

It is a fundamental belief that all students are capable of behaving appropriately with others within the school and the community at large. The task of school staff is to develop each student's ability to recognise and maintain standards of behaviour and attitudes that will enable them to live positive lives within school, at home and in the community.

Regardless of ability, all students should be challenged to work to their full potential. All students have the right to learn the difference between right and wrong, acceptable and unacceptable behaviour and to experience positive affirmation for efforts made towards achieving those goals.

The school is committed to providing a climate of warmth and support in which self confidence and self esteem can grow and in which all students feel valued and able to make mistakes as they learn, without fear of sustained criticism.

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## Code of Conduct

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We are committed to assisting students to become good citizens and helping individuals to understand that each has a responsibility to act in a socially acceptable manner for the overall benefit of everyone in the community.

It is considered important that the school community shares a common set of values that are easily recognisable and understood by all who work and learn at the school. **Each child's behavioural needs are complex and personal to the individual** - they will arise from the complexity of their conditions, own experiences at home, within the community and at school. However in order to create a consistent, positive and ordered environment a set of values that is attainable by all is essential.

By having a clear set of values within the school environment it is hoped that these will support society's expectations of individuals who want to live a positive and productive life with every opportunity to experience all that life has to offer.

The school feels that it is important that any code of conduct should be phrased positively. The aim of a code of conduct is to give every member of the school community a clear understanding of what is, and therefore is not, acceptable.

The existing school code for pupils is displayed in all classes and is also used as a prayer at the end of assemblies.

**Ash Lea School Code**  
**Do the best that you can, all of the time**  
**Listen carefully to what others have to say**  
**Help whenever you can**  
**Be polite and friendly**

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## **Rewarding Positive Behaviour and Attitudes**

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Ash Lea School believes that rewards for positive behaviour and attitudes are vital. It is acknowledged that each student is individual and that different strategies will need to be employed at different times.

Individual teachers will have to include in their classroom management a whole range of rewarding consequences that will meet the needs of a range of students. It is important that each class has its own clearly defined set of expectations according to the teacher, age group and students within that class.

As a school we believe also in public displays of reward for both positive behaviour and achievement that are known and understood by everyone connected with the school. We encourage good behaviour as a school by:

- being positive and giving praise

- telling others of achievements
- giving rewards for good behaviour and achievement

The different types of rewards given at Ash Lea School include:

- smiles
- verbal praise
- stickers
- badges
- certificates
- merits
- privileges
- entry into the 'good work book'
- record of achievement certificates given at a weekly assembly
- letters, certificates, diary entries to parents
- Staff are proactive in encouraging students to have pride in themselves.

Classes have individual systems for immediate rewarding of good behaviour.

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## **The Role of School Personnel**

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### **The Governing Body**

The Governing Body plays an important role in its general responsibility for the overall conduct of the school. This could be described as the ethos of the school and its general atmosphere and philosophy. It has a responsibility to support staff in maintaining high standards of discipline and for

helping to formulate and offer guidance on the behaviour policy of the school, including school rules and a code of conduct. Ash Lea School Governing Body has adopted the Nottinghamshire LEA guidance on exclusions and would be fully involved at the appropriate time if exclusion was considered necessary for a student. Marie Nicholson is the designated governor for behaviour.

## **The Head Teacher**

The head teacher has a number of duties regarding children's behaviour and discipline. These duties include:

- promoting among students self discipline and proper regard for authority
- Encouraging good behaviour and respect for others both in and out of school e.g. transport to and from school, community access, residential activities etc.
- securing that the standard of behaviour of students is acceptable
- determining measures including the making of rules and making these known within the school
- empowering named staff to carry out searching and screening of students for inappropriate items as and when required
- acting in accordance with any written statement of general principles provided by the Governing Body
- Deciding and issuing, in consultation with other staff and parents as appropriate.

## **The Teacher**

The teachers' role in promoting positive behaviour is **paramount** to its success. **It is acknowledged that where classroom teaching is good and well-planned, where the team has positive relationships with their students, where student's individual needs are acknowledged and met, there will be fewer significant incidents.**

An effective curriculum, appropriately differentiated to stimulate and engage the students is a key factor in motivating students and in maintaining an orderly learning environment. Teachers should have high expectations of their students, in terms of both achievements and behaviour. Discipline is most effective when teachers can be constructive and positive, and when they are specific about what behaviour is expected of a student and what is unacceptable. Students are likely to behave and learn better when they feel capable of success.

It is important that the teacher establishes a clear understanding of the 'classroom code of conduct.' This should be discussed with the students and revisited at regular intervals to ensure that students know what is expected of them.

The teacher is responsible for ensuring that any significant issues are brought to the attention of a member of the senior management team.

The teacher, with support from the behaviour group if required, is responsible for devising and implementing behaviour management plans. These should now be stored on Behaviour Watch so that they are readily available for all staff.

It is acknowledged that there may be instances of disruptive or challenging behaviour. It is important that there is a system set up for dealing with such instances and that it supports the teacher's confidence in dealing with disruptive situations. Teachers must always review the incident in order that they might prevent it occurring in the future **(this will form part of the incident report)**.

### **Support Staff (including teaching assistants, personal care assistants and lunchtime supervisors)**

Support staff who work with the students have a crucial role to play in the implementation of any classroom organisation, strategies and behaviour programmes devised by the class teacher. They have an equal responsibility for ensuring that the school code of conduct and agreed guidelines are implemented positively throughout the school and with all students.

Support staff should play a full role in discussion of the development of positive behaviour approaches and guidelines, and recognise the need for a corporate approach to any delivery.

It is expected that all staff will be involved in on - going training to improve knowledge and ways of supporting students to achieve their full potential.



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## Creating a positive environment

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### School

All staff working within the school can create opportunities that help students develop positive attitudes within the school environment by:

- consistency of approach
- sharing skills and effective practice
- considering behaviours separately from the person
- using appropriate language when speaking with students or other staff
- listening to students
- avoiding judgments about home backgrounds, including comparisons with brothers and sisters
- valuing student's cultures
- making professional rather than emotional responses to students with behavioural difficulties
- demonstrating an interest and commitment to the whole student
- showing each child that he or she is valued
- fostering a student's self esteem

- providing support and guidance to individual students
- encouraging the development of a harmonious school community

## **Classroom**

In the classroom teachers should use a variety of approaches to encourage improvements in behaviour:

- courteous and respectful contact with the students
- use of pleasant humour
- low key responses to early signs of difficulties
- clear messages of enjoyment of being with the group
- frequent appraising and valuing of achievement
- structured and well prepared activities taking place in a friendly atmosphere
- use of diaries to involve students in their personal organisation and to encourage home contact.
- working in partnership with support staff
- providing opportunities for personal group reflection in an accepting atmosphere.
- skillful avoidance of unnecessary confrontation situations
- creating space for individual students
- giving students the opportunities to make choices, explore feelings, attitudes, clarify values, work collaboratively, develop skills

- recording and valuing contributions and achievements
- helping students to take responsibility for the outcomes of their behaviour
- being realistic about behaviours to focus on and behaviours to ignore
- maintaining a balanced view of a student's behavioural range
- acknowledging relative improvements in a student's behaviour and building positively upon them

### **Individual students**

- do not overload students with rules and regulations which they cannot remember or understand
- use a few clear rules and apply them consistently
- some students will need to be taught the concept of 'rules'. Teach one first that the student can manage
- make some rewards immediate
- split lessons into manageable segments, for which students can be rewarded
- do not threaten sanctions that cannot be carried out

### **General:**

- look at your own behaviour
- plan approaches carefully, be consistent

- stay positive and calm
- let others know what the strategy is
- think about the 'message' that you are giving to the students

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## The curriculum

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Curriculum content plays a very important role in the development of attitudes. Topics that enable students to explore their own attitudes and abilities are a vital part of the work offered. The curriculum also provides opportunities to present positive role models and to demonstrate positive recognition.

Personal, social, health and citizenship education permeates the whole curriculum. It is wider than any timetabled programme and is essential in supporting the development of the whole child.

The school's commitment to promoting positive behaviour should be evidenced in every activity that takes place on behalf of the school whether in the classroom, the community or during extra curricular activities.

Ash Lea School has built into its Health Education scheme of work (which includes personal and social education, citizenship, drugs' education and sex education) opportunities to discuss and explore the role of being a good citizen. This gives timetabled support to the school's aim of preparing the student's for life in the community.

Staff are expected to ensure that the work offered to students provides them with differentiated opportunities for success and motivates them to remain on task.

Assemblies can be very important in promoting good behaviour and seeing good role models. Assemblies reinforce the school code and expectations and celebrate achievement.

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## Working with Parents

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Two of the aims of the school are:

To work closely with parents and maintain an open dialogue to ensure that parents are fully involved with all aspects relating to their child's education

To work with students, parents and other professionals as partners in education

Parents and carers have a vital role in fostering good behaviour. Students need parental encouragement and support to participate fully and positively in their everyday work and in the wider life of the school and the community. Contact with parents is considered an integral part of school life and is encouraged in several ways:

- parents' evenings
- parents' workshops
- home/school diaries
- voluntary work within school
- fundraising activities
- social events
- newsletters
- parent handbook
- Education, Health and Care plan review meetings
- transition planning meetings

Ash Lea School believes that an active partnership between parents and school offers great benefits. A shared understanding of home and school circumstances, attitudes and acceptable behaviours means that the student does not receive mixed messages and that a corporate approach to encouraging positive behaviour is delivered.

Staff at Ash Lea encourage good attendance and work together with parents and other agencies to help the students.

Parents are encouraged to discuss both positive behaviour and any issues that may arise as a result of undesirable behaviour with relevant members of staff. Support will be offered to everyone involved in an endeavour to reduce unwanted behaviours, if appropriate.

Parents are encouraged to be involved in all aspects of their child's education. If there are any concerns about a student's level of co-operation or behaviour parents will be contacted personally and, where appropriate, invited to discuss matters with school staff. **Any decisions about individual behaviour plans will be discussed with parents.**

### **Behaviour Management Plan** (see Appendix 1)

Behaviour management plans can support a cohesive approach towards the management of undesirable behaviours. They provide a consistent way forward with a way of working that is agreed by all who are working with the student. The plan should:

- be clear and unambiguous
- provide information about the child's 'flash points'
- clearly prioritise the behaviours that are being dealt with
- contain short term goals for achievement
- have the name of specific staff who will be in direct contact with the child
- have a review date that is agreed by everyone

Where the student has sufficient understanding and engagement, there is a pupil-centred behaviour plan. **(Appendix 2)**

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## **Working with other Professionals**

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On occasions, it will be judged appropriate to ask for support from one or more of the following when dealing with particularly difficult issues:

- targeted support,
- the educational psychology services,
- SEMH team,
- social services
- the health service
- inclusion support services
- CAMHS

Ash Lea School is committed to securing the best possible advice and support in order that every student has the best possible opportunity to develop the skills necessary to live a positive life.

When looking at behaviours it is imperative that the individual needs of students are examined and appropriate strategies for that individual employed.

### **When dealing with challenging behaviours**

- keep calm and speak quietly
- talk to the student about the behaviour
- verbally reprimand
- re-arrange seating or playing arrangements
- divert attention (give a responsibility, or different task)
- remove from situation
- 'time out' from the lesson for a short period
- request support from member of the senior management team
- remove the class from the area



- **be familiar with the students behaviour plan and follow the agreed strategies**

### **Physical intervention between staff and students**

See separate policy.

“Physical intervention” refers to the actions by which one person restricts the movements of another and implies that it is maintained against resistance. It should be consistent with the legal obligations and responsibilities of the school and its staff to provide care which is in a person’s best interests.

Physical interventions may be appropriate to prevent or minimize risk or injury to the student themselves, other students or staff. It may be appropriate, on some occasions, in order to minimize significant damage to property which would result in others being denied access to facilities.

Physical interventions should only be used in conjunction with other strategies designed to help students learn alternative, non – challenging behaviours. These strategies and any planned physical intervention strategies should relate to individuals and be set out in a behaviour management plan, which is subject to regular review. Parents and carers should be informed of these strategies.

The use of physical intervention strategies for any student should be subject to risk assessment procedures, particularly concerning any medical contra – indications (e.g. heart conditions, breathing difficulties, digestion problems, a history of bone and joint problems or Down’s syndrome).

Physical interventions should only be used with minimum reasonable force for the minimum period of time consistent with the best interests of the student. They should not cause unreasonable risk, pain or injury (physical or psychological) to students or staff.

Any incidents which involve the use of physical intervention strategies should be recorded clearly and promptly. Staff should monitor physical interventions and report any incidents which give cause for concern.

Staff who might be required to use physical intervention strategies should receive regular training on knowledge, skills and values. Training should be provided by an instructor with appropriate experience and qualifications. Ash Lea School has adopted the Notts. County Council approach where this is done through MAPA/ The Crisis Prevention Institute.

**Staff should only employ physical interventions that they have been trained** to use otherwise, staff and students may be placed at risk.

## **Nottinghamshire Education Committee Code of Practice: Guidance on physical intervention between staff and pupils**

Nottinghamshire Education Committee has produced a code of practice: Keeping Classrooms safe for learning and teaching. The governors of Ash Lea School have adopted the guidance. All members of staff should familiarise themselves with the content of the guidance and use them as a framework for reference. A copy of the guidance will be kept in the main office and staff room policy box.

### **Seclusion/isolation rooms**

Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. In Ash Lea School – safe spaces. Schools must act reasonably in all the circumstances when using such rooms. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used constructively as possible.

**See also appendix 3, Safe Space protocol.**

### **Sanctions**

If sanctions are to be used they **must be appropriate to the student's age, level of ability** and the challenging behaviour. The types of sanctions that may be appropriate are:

- completion of missed work
- interruption of break or lunch time privileges
- withholding privileges such as participation in school trips, off site visits or extra curricular activities
- carrying out a useful task in school

If a sanction is applied everyone involved with the student must be informed of the sanction and the reason for its occurrence.

## **Managing difficult behaviour**

The school recognises that it is occasionally necessary, and desirable, to work as a team to plan strategies for systematically supporting the reduction of undesirable behaviours. Meetings will be co-ordinated by a member of the senior management team, but the class team will be expected to have considerable input into any meeting organised. It will be an essential part of that meeting to have recorded evidence of the type of behaviours/ incidents that are causing concern. This meeting would be for members of the school team.

## **Confiscation of inappropriate items**

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. **Power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol,
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property

Legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

## **Discipline beyond the school gate**

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Recording incidents**

#### **Behaviour Watch;**

All incidents should be recorded fully as soon as possible afterwards, preferably on the same day, on Behaviour Watch which is accessible from the school internet home page.

Behaviour Watch allows us to monitor the frequency, patterns etc. of behaviours on a regular basis.

### **External Support**

Where there are a number of incidents of difficult behaviour a case conference may be helpful to all concerned with the students. If this is considered appropriate then a member of the school management team will co-ordinate and chair the meeting. Advice will be sought from a range of external personnel, after consultation with all interested people within the school.

## **Exclusion**

The Governing Body has adopted the LA's arrangements for exclusion, a copy of which is available in school for inspection. Exclusion will only be considered as a last resort, after the school has taken all reasonable steps to manage any disruptive or difficult behaviour.

## **Accusations or complaints against staff**

- Pupils should feel safe to report any incident that makes them feel uncomfortable to any trusted member of staff.
- Any such complaints should then be referred to the Head Teacher.
- Parents should address any complaints to the head teacher.
- All staff should refer to the staff handbook guidance on use of social media.
- To get in touch with the LADO

Pupils who are found to have made malicious accusations against staff will be subject to an appropriate sanction which could include temporary or permanent exclusion.

## **Staff Training and Development**

Staff training and development needs for this area will be reviewed on an annual basis by the staff training and development group. Decisions made will be incorporated into the school's training plan.

## **Review**

This policy will be reviewed annually to ensure that it contains details of all developments and any updated advice for staff.

**This policy should be read in conjunction with:**

Nottinghamshire Education Committee Code of Practice: Guidance on physical intervention between staff and pupils

Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties (DFES guidance: LEA/0264/2003)

**Reviewed February 2017.**

Appendix 1: Behaviour management plan. This is the 'paper format'. BMPs should also be recorded and subsequently amended on behaviour Watch.

Name:	class:	date of plan:
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**Triggers:**

**Behaviours**

**Action**

**Main priority(ies) :**

Date of next review

offsite R.A

Appendix 2: Pupil-centred behaviour plan

Can be accessed through;

Officeshared/winword/work/behaviour man plan/new behaviour management plans/child centred behaviour sheet sample



## Appendix 3.

### Protocol for the use of safe spaces.

This Policy has been informed by DCSF Guidance 2002 on the use of restrictive physical intervention and Notts. County Council's 'use of physical interventions in schools' document.

#### Description & purpose

A safe space within Ash Lea School is an area which provides a safe and pleasant withdrawal area or retreat.

Safe spaces are available inside 2 classrooms and form part of the school's specific provision where they are used for a number of purposes:-

- As a quiet, distraction free 1:1 or 1:2 working area, with varying degrees of privacy, by having the doors open or closed.
- As a withdrawal or retreat which pupils may choose or be offered by an adult until they are no longer in a heightened state of anxiety and are ready to rejoin the class.

#### Limitations to use.

- **The use of safe space will be identified in a pupil's behaviour management plan**, which will be shared with parents and relevant outside agencies.
- The safe space may be used as part of a **de-escalation strategy as detailed in pupil's individual behaviour plan**.
- Pupils may be offered and encouraged to use the safe space when they are showing signs which may precede an emotional outburst.
- Some pupils will be encouraged to use the safe space as a "chill out" area when they become stressed or angry.
- Whenever a pupil is in the safe space, a member of staff **must** monitor them. Staff should be able to see the student at all times and the student should be able to indicate when they wish to leave the space.
- **Use of a safe space must not be seen as punishment or sanction for non-compliance.**
- Use of a safe space by any pupil should be recorded in line with the school's usual reporting procedure on Behaviour watch

#### Ash Lea School has agreed that the following areas may be used as safe spaces.

- 2 designated blue spaces (in class 3 and in class 7)
- Other areas may become a "safe space" when needed eg: a toilet cubicle, outside areas...but if a space is used as a "safe space" it must be recorded on behaviour watch and must be identified as a strategy on the students BMP

**Appendix 4 Keeping classrooms safe for learning and teaching.**

**See copy in main office or from Claire Melless**