



ASH LEA
*Working together to be
the best that we can be*

Ash Lea School Behaviour Policy

Introduction

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

The role of the school goes beyond simply maintaining order. It should also play a vital role in promoting the spiritual, moral, cultural, social, mental and physical development of the pupils. Pupils 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 pupils 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 pupil will follow.

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

- 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 pupils, the full co-operation of pupils, staff, parents and governors is necessary to ensure a **consistent** and **fair** environment, with standards that are clearly understood and acceptable to all.

Statement of Intent - behaviour principles

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

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

The framework will also have a commitment to supporting pupils 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 pupils 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 pupils 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 pupils' 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 pupil to lead a purposeful, productive and, as far as possible, independent life in a constantly changing world.

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 pupil'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 pupil 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. Heather Keating is the school anti-bullying co-ordinator and has responsibility for updating the anti-bullying policy. (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 pupils are capable of behaving appropriately with others within the school and the community at large. The task of school staff is to develop each pupil'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 pupils should be challenged to work to their full potential. All pupils 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 pupils feel valued and able to make mistakes as they learn, without fear of sustained criticism.

Code of Conduct

We are committed to assisting pupils 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** - 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.

Ash Lea Vision Statement

Working together to be the best that we can be

School Code

Do the best that I can all of the time
Listen carefully to what others have to say
Help each other whenever you can
Always be polite and friendly

Ash Lea Values

We value and respect others

By treating our pupils, school community and each other with respect and consideration, we become a truly inclusive organisation.

Positive Behaviour	We show this when we...
Treat people as individuals	consider others' points of view and value everyone's contribution.
Polite and approachable	are courteous, positive and helpful.
Attentive	actively listen to what people say (however they communicate) and respond in a way that shows we are listening.
Trustworthy and reliable	do what we say we are going to do.
Pupil focused	go the extra mile to meet the pupils' needs.

We are professional in all that we do

We act professionally by being the best that we can be, behaving with integrity and taking personal responsibility for our behaviour and decisions

Positive Behaviour	We show this when we...
High standards	always strive to do our personal best.
Be a role model for others	consider how we behave; be measured and consistent in our responses.
Take responsibility	accept responsibility for our actions and for the school as a whole.
Protect the good reputation of the school	uphold our values and reflect these in our conduct at all times.
Act appropriately	treat others with respect and consideration whatever the situation.
Communicate effectively	adapt our level and means of communication for the audience.
Show integrity	are open and honest in our motives and conduct.
Respect for the school environment	take care of the school's resources and environment, ensuring that it is a safe place to work and learn.

We are one team working together

We act as a team when we respect and value each other and work together to provide the best possible education for our pupils

Positive Behaviour	We show this when we...
Share a common goal	work consistently as a team to provide a safe and excellent learning environment for Ash Lea pupils.

Value everyone whatever their role	respect colleagues and the contribution they make.
Support colleagues	help others when we can, take a genuine interest in supporting others to achieve their objectives.
Work collaboratively	have a positive attitude to working with others, we listen and offer constructive advice.
Think about what we say and how we say it	communicate with each other in a constructive and polite way, carefully considering what is appropriate to discuss and who will hear it.

We are open to change

By understanding the need to develop, we open ourselves up to new ideas and ways of working, ready to meet the challenges we face.

Positive Behaviour	We show this when we...
Open to change	are open-minded about new ideas and suggestions.
Contribute to change	Accept consecutive criticism and take responsibility for improving the way we do things and challenge things if they can be done better.
Encourage ideas	help others to develop their ideas in a positive way
Supportive of change	recognise that change is an investment in our future

Rewarding Positive Behaviour and Attitudes

Ash Lea School believes that rewards for positive behaviour and attitudes are vital. It is acknowledged that each pupil 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 pupils. It is important that each class has its own clearly defined set of expectations according to the teacher, age group and pupils 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 pupils to have pride in themselves.

Classes have individual systems for immediate rewarding of good behaviour.

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 pupil. Jane Cooper is the designated governor for behaviour. Jane.cooper@ashlea.notts.sch.uk

The Head Teacher

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

- promoting pupils' self-discipline and understanding of 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 an acceptable standard of pupils' behaviour
- determining measures including the making of rules and making these known within the school
- empowering named staff to carry out searching and screening of pupils for inappropriate items as and when required
- acting in accordance with any written statement of general principles provided by the Governing Body
- ensuring staff understand their responsibilities contained within this policy and holds them to account

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 pupils, where pupils' individual needs are acknowledged and met, there will be fewer significant incidents.**

An effective curriculum, appropriately differentiated to stimulate and engage the pupils is a key factor in motivating pupils and in maintaining an orderly learning environment. Teachers should have high expectations of their pupils, 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 pupil and what is unacceptable. Pupils 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 pupils and revisited at regular intervals to ensure that pupils 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 lead/group if required, is responsible for devising and implementing behaviour support plans and risk assessments. 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 pupils 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 pupils.

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 pupils to achieve their full potential.

Creating a positive environment

School

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

- a whole school culture which fosters positive self-identity and pupils' self-esteem
- consistency of approach
- sharing skills and effective practice
- considering behaviours separately from the person
- using appropriate language when speaking with pupils or other staff
- listening to pupils
- avoiding judgments about home backgrounds, including comparisons with brothers and sisters
- valuing pupils' cultures
- making professional rather than emotional responses to pupils with behavioural difficulties
- demonstrating an interest and commitment to the whole pupil
- showing each child that he or she is valued
- providing support and guidance to individual pupils
- 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 pupils

- 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 pupils 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.
- skilful avoidance of unnecessary confrontation situations
- creating space for individual pupils
- supporting pupils to understand their own emotions and regulate their responses
- giving pupils the opportunities to make choices, explore feelings, attitudes, clarify values, work collaboratively, develop skills
- recording and valuing contributions and achievements
- helping pupils 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 pupil's behavioural range

- acknowledging relative improvements in a pupil's behaviour and building positively upon them

Individual pupils

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

The Curriculum

Curriculum content plays a very important role in the development of attitudes. Topics that enable pupils 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.

From EYFS through to Post 16, there are many opportunities taken to discuss and explore the role of being a good citizen, for example, in the semi-formal curriculum areas 'Me and My Community' and 'Me and My Body' and through the pre-formal threads 'to be me', 'to discover' and 'to be as independent as possible'

Staff are expected to ensure that the work offered to pupils 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.

Working with Parents

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 and behaviour

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

Parents and carers have a vital role in fostering good behaviour. Pupils 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
- meetings to review and discuss priorities for the Individual Education Plan (IEP)
- meeting and reviewing Behaviour Support Plans
- letting parents know when a significant incident has occurred (red letter)

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 pupil does not receive mixed messages and that a consistent approach to encouraging positive behaviour is delivered.

Staff at Ash Lea encourage good attendance and work together with parents and other agencies to promote good attendance. 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 pupil'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 support plans will be discussed with parents.**

Behaviour Management Plan (BMPs) (see Appendix 1)

Behaviour support 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 pupil. The plan should:

- be clear and unambiguous
- provide information about the child's 'flash points'
- clearly prioritise the behaviours to be addressed
- 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 pupil has sufficient understanding and engagement, there is a pupil-centred behaviour plan.

Working with other Professionals

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,
- Social, Emotional and Mental Health (SEMH) team,
- social services
- the health service
- inclusion support services
- Children and Adolescent Mental Health Service (CAMHS)

Ash Lea School is committed to securing the best possible advice and support in order that every pupil 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 pupils are examined and appropriate strategies for that individual employed.

When dealing with challenging behaviours

- keep calm and speak quietly
- talk to the pupil 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 pupil's behaviour plan and follow the agreed strategies**

Physical intervention between staff and pupils

See separate policy.

Physical intervention is only ever used as a last resort

“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 minimise risk or injury to the pupil themselves, other pupils or staff. It may be appropriate, on some occasions, in order to minimise 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 pupils learn alternative, non – challenging behaviours. These strategies and any planned physical intervention strategies should relate to individuals and be set out in a behaviour support plan, which is subject to regular review. Parents and carers should be informed of these strategies.

The use of physical intervention strategies for any pupil 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 must only be used with minimum reasonable force for the minimum period of time consistent with the best interests of the pupil. They should not cause unreasonable risk, pain or injury (physical or psychological) to pupils or staff.

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

All incidents are reviewed on a daily basis by the Behaviour, Attendance and Well-being team (BAW) (Luke Skillington, Caroline Morrison and Lucie Dale) and any actions followed up by them. The team will also support individuals and classes in order to ensure that physical intervention is the last resorts and all other strategies have been explored. The BAW team will also review and report on a half termly basis on the use of physical intervention and use of safe spaces.

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. For Ash Lea School this person is Lucie Dale (lucie.dale@ashlea.notts.sch.uk) Ash Lea School has adopted the Notts. County Council approach where this is done through CRB/ The Crisis Prevention Institute.

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

Nottinghamshire Education Committee Code of Practice: Guidance on physical intervention between staff and pupils (January 2017)

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.

Safe Spaces

School has two areas away from other pupils, where they can go for a limited period, in what are often referred to at Ash Lea School as Safe Spaces. Schools must act reasonably in all 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 staff members to decide how long a pupil should be kept in a Safe Space, and for the staff member in charge to support the pupil to calm. School will ensure that pupils are kept in the Safe Space no longer than is necessary and will always be supervised. Any periods of use in safe space must be recorded on Behaviour Watch and the BAW team and head teacher cc in. Which safe space and how long it is used is part of the information collected on Behaviour Watch. The use of the safe space will also be included in the termly behaviour report to the governors with clear information about the impact of this strategy.

See also appendix 2, Safe Space protocol.

Consequences of inappropriate behaviour

If a consequence is to be used this **must be appropriate to the pupil's level of understanding** and the challenging behaviour. The types of consequence 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 (only if deemed a H&S issue)
- carrying out a useful task in school

If a consequence is applied everyone involved with the pupil 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 and or the behaviour lead, 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 on 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. If the staff team have not been able to record in full on the day it **must be** verbally recorded to a member of SLT

Behaviour Watch allows us to monitor the frequency, patterns etc. of behaviours on a regular basis. The BAW team monitor individual recorded incidents on a daily basis and are able to follow up with class teams as well as a formal report which is presented to governors on a termly basis. (Analysed on a half termly basis).

The team also meet the governor lead Jane Cooper on a termly basis where she is able to go through data in much more detail.

External Support

Where there are a number of incidents of difficult behaviour a case conference may be helpful to all concerned with the pupils. If this is considered appropriate then a member of the school leadership 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.
- Contact 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. The BAW team which includes Lucie Dale will plan MAPA training for all staff it has been deemed appropriate for and any other appropriate training. Training will include strategies to support interventions and mental / well-being. Training records can be found on the staff shared server in the CPD folder.

Review

Reviewed Sept. 20

This policy will be reviewed annually to ensure that it contains details of all developments and any updated advice for staff. All staff and volunteers will be required to read the behaviour policy on an annual basis and or anytime amendments are made. The BAW team will on a regular basis through reviewing data, conducting learning walks ensure compliance to the policy.

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)

Last Reviewed: Sept 2020

Next review due: Sept 2022

Signed:

Date: 09.10.20

Chair of Governors :

Signed:

Date: 09/10/20

Head Teacher :

Appendix 1:

Behaviour Management Plan (BMP). BMPs are written and stored on Behaviour Watch in the format shown below. These must be completed and agreed with parents. They will be updated throughout the year.

<input checked="" type="checkbox"/> Triggers	
<div style="border: 1px solid black; height: 60px;"></div>	
Behaviours and Action	
<input checked="" type="checkbox"/> Behaviours	<input checked="" type="checkbox"/> Action
<div style="border: 1px solid black; height: 120px;"></div>	<div style="border: 1px solid black; height: 120px;"></div>
Main Priorities	
<input checked="" type="checkbox"/> Main priorities	
<div style="border: 1px solid black; height: 60px;"></div>	

Appendix 2

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. (January 2017) Ofsted Positive environment where children can flourish March 2018

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 support 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 pupil at all times and the pupil 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 pupils BMP

Appendix 3 Keeping classrooms safe for learning and teaching.

See copy in main office or from Caroline Morrison and Luke Skillington

Appendix 4 Additional Risk Assessment for Controlling Risky Behaviours during COVID 19

Completed by	Luke Skillington
School	Ash Lea School
Date	02.06.20

Risk	Person at risk	Control Measure	Risk Rating
<p>Physical aggression from pupils causing close contact and injury.</p> <p>Exposure to bodily fluids from pupils (spitting etc).</p>	<p>Staff</p> <p>Pupils</p>	<p>All staff working with pupils must have read and understood BMPs of the pupil(s) they are working with</p> <p>A sufficient number of staff working directly with pupils who may exhibit challenging behaviour must have CRB training</p> <p>At least one senior leader will be on call to support if needed via emergency pull cord.</p> <p>A suitable environment has been created to allow staff and young people to distance themselves should behaviours become risky – easy access to outside areas, increasing distance, closing doors and observing through windows etc.</p> <p>Preparation of a suitable ‘low anxiety’, ‘nurturing’ curriculum designed to reduce stress and mitigate against any violent episodes.</p> <p>Use of barriers (furniture, 3-way mats, doors) to shield from behaviour and availability of PPE where required.</p> <p>If there is no safer alternative than having to physically intervene and hold a young person to mitigate against significant risk or damage, then it may be appropriate to consider a higher level of intervention sooner as the potential risks from biting, spitting, scratching etc. can be more easily managed. The employment of a higher level of restriction is based on the premise that a higher level of risk requires that higher degree of restriction. Where possible, staff using high level holds should be prepared by donning PPE equipment.</p>	<p>M</p>