



Pace Independent Special School Promoting Positive Behaviour Policy

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This policy must be read in conjunction with:

- Safeguarding Policy
- Equal Opportunities Policy
- SEND Policy

Pace Behaviour Policy

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Introduction

We work on the assumption that all behaviour will be good in our school; parents, students and staff will be pulling in the same direction towards securing the student's success and happiness. We encourage positive behaviour by valuing everybody – staff, students and parents alike.

At Pace we recognise that 'behaviour' does not exist in a vacuum, it's affected by factors such as environment, feelings, curriculum, expectations and the way in which pupils are approached. All behaviour carries meaning.

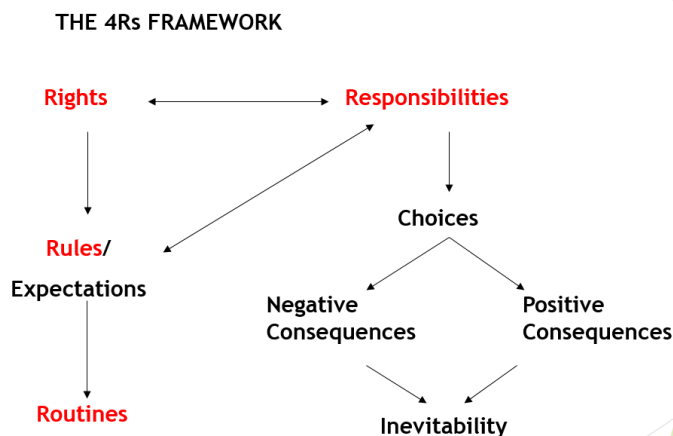
Aims and Objectives:

- To ensure our School is a safe and happy learning environment for every member of the school community- students, staff and parents.
- To actively promote good behaviour, self-awareness and self-control in a climate of mutual respect.
- To ensure staff and students recognise and understand their rights and responsibilities and work with us to secure good behaviour and develop their social skills.
- To ensure that staff have a consistent approach in promoting positive behaviour.
- To ensure staff feel supported and confident as effective teachers.

We have developed our whole school policy to promote positive behaviour in line with DfE guidance 'Behaviour and Discipline in Schools' (2016). Systems and processes are built around the key aspects outlined in DfE guidance.

- 1) A consistent approach to behaviour management
- 2) Strong school leadership
- 3) Rewards and sanctions
- 4) Classroom management
- 5) Teaching of good behaviour
- 6) Staff development and support
- 7) Pupil support systems
- 8) Liaison with parents and other agencies
- 9) Managing pupil transition
- 10) Organisation and facilities

A consistent approach to behaviour management



We adopt the 4 R's framework to promote positive behaviour and ensure that expectations are consistent. We expect all staff and students to sign up and commit to "Rights and Responsibilities".

Pace Rights and Responsibilities

- We have the right to the best teaching and learning experiences and the best facilities available.
- We have the right to have our individuality respected including our talents, skills and abilities.
- We have a right to be active members of the school and to contribute to the life of the school in lessons and community activities.
- We have a responsibility to treat each other and the environment with respect.
- We have a responsibility to be in school on time every day and with the equipment we need.
- We have a responsibility to get involved and try our best.
- We have a responsibility to look after each other and not to accept bullying or discrimination.
- We have a responsibility to support the learning and progress of others.

We underpin rights and responsibilities with clear rules and routines to ensure that the school day runs smoothly and everyone is clear how they contribute. The Pace Code of Conduct outlines the expectations which are revisited and reviewed in partnership with students each half term (Appendix 1). Rules and routines are explained during induction then rehearsed and implemented each day making expectations really clear.

This clear 4R Framework establishes a fair culture where students know the expectation and are able to make choices and take on responsibility for their behaviour.

Strong school leadership

All staff at Pace set high expectations for students and staff and lead by example to create a culture of respect. The Headteacher takes the role of lead behaviour professional to develop and uphold systems, support staff and secure good progress for students.

At Pace we recognise that all staff share the responsibility to teach and promote positive behaviours and that staff need to own and implement the 4R's Framework. The Headteacher will empower staff to implement the framework and support with sanctions where appropriate. The Headteacher will not undermine staff or take over implementation of the framework.

The Headteacher will take the lead when students are unable to engage with the framework and behaviour escalates.

Rewards and sanctions

The 4R's Framework is supported by consequences. Students make choices about behaviour which then has consequences. All positive behaviours will be rewarded and promoted, negative behaviours will receive a consequence. The consistent application of consequences will support a 'no surprises' outcome for learners.

Rewards will be reviewed regularly to ensure they are valued and relevant to students. Our rewards include;

- Verbal praise
- Stars Rewards System
- Certificates
- Phone calls home
- Letters or praise postcards
- Personalised responsibilities/privileges
- Therapy time
- Reward trips

Star Reward System

We try to reward and incentivise good behaviour on a daily basis through a star reward system. We set parameters for good behaviours in and out of the school environment, completion of set work and tasks and outstanding achievement. When parameters are met and/or exceeded stars are awarded which translate to rewards. Each pupil has their stars recorded each lesson in their individualised start chart. These are then reviewed at the end of the day with a discussion about achievements or why they didn't meet expectations.

Sanctions are a consequence as a result of negative behaviour and are intended to change behaviours. Before issuing sanctions staff will refer to the 4R's framework to allow students time to correct behaviours. When negative behaviour occurs staff will adopt the following steps;

- 1) Reminders and prompting towards rights and responsibilities
- 2) Use the language of choice to encourage positive choices
- 3) Three Point Warning system

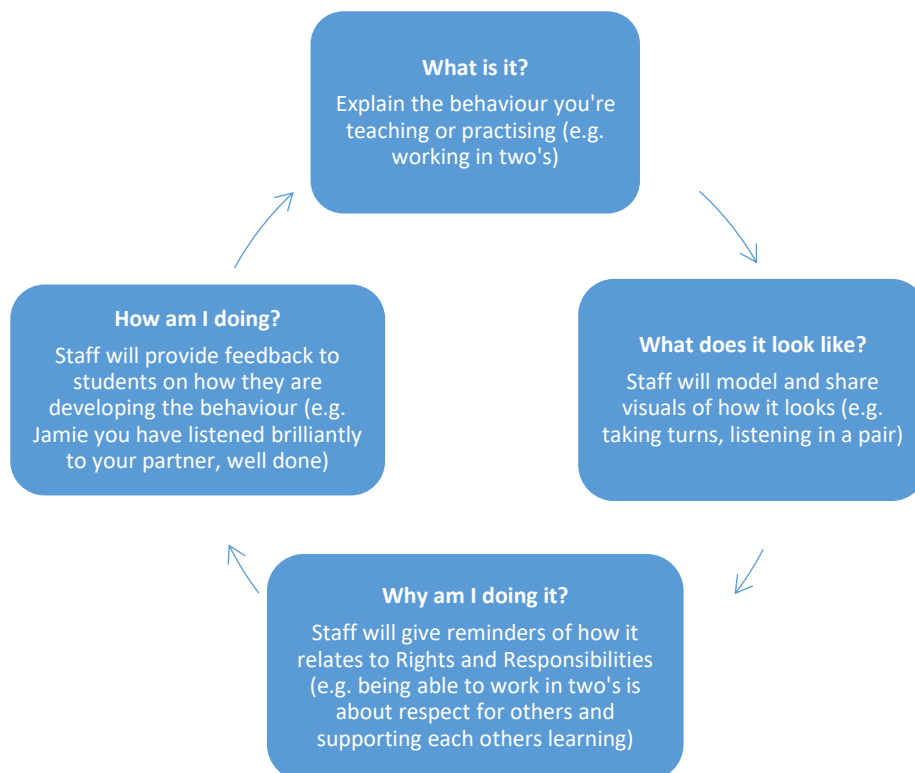
The ultimate aim when modifying behaviour is returning the child to learning, so when sanctions are issued it is done clearly and swiftly so we can move on and get back to learning. The sanctions we use include;

- Loss of stars (Star Reward System)
- Reflection time/time out to think and reflect on positives and solutions
- Restorative tasks (e.g. clean up or helping out)
- Mediation/restorative meeting to resolve difficulty with peer or staff member
- Time with the Headteacher
- Phone calls home
- Letters home
- Exclusion (in serious cases)

Classroom Management and teaching of good behaviour

At Pace we understand that good behaviour doesn't just happen – we have to teach it. All staff will be teaching behaviour within classrooms, during social times and off site.

Teaching Behaviour – What does it look like?



Staff development and support

We expect all of our students to make good progress with their behaviour and all staff to facilitate and support their progress.

We invest heavily in staff development and support to ensure that they understand and are able to implement the 4R's Framework. We also equip staff with the 'tools of the trade' to promote the positive and reduce problem behaviours through training and modelling.

Pupil support systems

All our students are individuals which we respect and value at Pace. Each student will present with different behaviours and respond differently to particular strategies. At Pace we are committed to tailoring our support to pupils needs by;

- Assessing student needs and behaviours
- Developing Individual Education Plans for all students tailored to needs
- Identifying strategies which have a positive impact
- Tracking progress that students make with behaviour
- Rewarding and celebrating progress
- Engaging parents/carers in plans to improve behaviour

Liaison with parents and other agencies

Our partnership with parents/carers is essential in supporting the progress of their children and our students. We expect all of our parents/carers to actively promote the 4R's Framework and the Rights and Responsibilities within it.

We will involve parents and carers when things are going well and when we face challenges. We will involve parents in rewards and sanctions as we want to celebrate progress with families, share ideas about strategies and plan solutions when we need to modify behaviour.

At Pace we work with a wide range of agency partners such as the school nurse, youth offending services, the local authority, CAMHS and Social Care. We may call on the help of others to put appropriate support in place for students.

Managing pupil transition

When students arrive at Pace we will provide a supportive induction for them and their families. During induction we will meet with families to ensure that;

1. We get to know about likes, dislikes, strengths, weaknesses and other vital information.
2. Students understand the 4R's Framework and the Rights and Responsibilities of staff and students.
3. Students and families understand how we'll work together using the 4R's Framework and rewards and sanctions.

Organisation and facilities

The Headteacher is the lead behaviour professional and is responsible for organising staff, policies and procedures to ensure students make progress with behaviour.

If parents/carers have problems they want to discuss regarding their child's behaviour they should contact the Headteacher.

We invest heavily in staffing ratios and the learning environment to ensure that students have a positive experience. The 4R's Framework makes clear the rules and routines staff and students need to follow to maintain the learning environment and climate.

All of our students will have an Individual Education Plan (IEP) built from our assessment and the information parents/carers share with us to meet needs. We may need to make further reasonable adjustments for students with SEND so that they are able to access facilities and curriculum.

Serious incidents

We are committed to the 4R's Framework and our Rights and Responsibilities driven policy and will adopt this approach at all times.

Serious incidents which involve damage to property, harm to others or compromise the safety of others will be managed by the staff and Headteacher.

Where there is a pattern of continued serious incidents or heightened behaviour, we will invite parents and partners into school to plan support and solutions for students.

Use of reasonable force

At Pace we adopt a 'Hands Off' policy and do not use physical intervention as a strategy. We do recognise that there may be times when we would need to use reasonable force to;

- *Remove disruptive children from the classroom where they have refused to follow an instruction to do so;*
- *Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
- *Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;*
- *Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*
- *Restrain a pupil at risk of harming themselves through physical outbursts.*

(Taken from DfE Use of Reasonable Force, 2013)

In any instance where force is used it will be documented and parents/carers will be informed.

Powers to search

We expect all of our students not to bring prohibited items into school. If we are concerned that a pupil is carrying prohibited items we will ask for their consent to search. If they refuse to cooperate with such a search we may have to ask them to leave the premises as they may present a risk to themselves or others. Wherever we request and/or undertake a search we will contact parents/carers.

Monitoring and evaluation

Senior leaders review and implement the behaviour policy and procedures. Whole school behaviour data and the impact of this policy will be monitored and adjusted to secure good behaviour and comply with statutory requirements.

Code of Conduct

- **ALL** personal belongings to be placed in bag on arrival.
- **PACE EDUCATION** is a place you come to learn. Make sure you always do your best.
- **TREAT** everyone with politeness, courtesy and respect. Do not use language which is abusive, offensive or rude. Do not shout or call out, interrupt or answer back.
- **CARE** for and look after the school site, the people in it and all equipment. Do not drop litter or damage equipment.
- **THINK** about your safety and the safety of others. Do as teachers tell you to do in classrooms, on site and when out in the community. Your safety may depend upon what you are told.
- **HATS** and hoods must not be worn in lessons.
- **NEVER** eat in lessons.
- **WEAR** appropriate clothing.
- **BE PUNCTUAL** to lessons, go into classrooms quietly and settle down quickly.
- **LISTEN** to the teacher. Don't talk when the teacher is talking to the group.
- **COMPLETE** your classwork, course work and homework on time and look after school books.
- **REMEMBER** learning can be fun!!

UNACCEPTABLE BEHAVIOURS INCLUDES:

- Swearing, inappropriate language or conversation.
- Fighting or Physically aggressive behaviour of any kind.
- Refusing to respond to a reasonable request from an adult.
- Bullying in any form.
- Disruptive Behaviour in or out of the classroom or in the community.
- Behaving in such a way that may be considered as putting any other child or adult at risk, in any unsafe situation, or disrupting the education of other children.