

Green Park School Behaviour Policy

Including anti bullying, cyber bullying, racial harassment and physical interventions and risk assessment

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Committee approving Policy	Standards Committee
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Signed by Chair of Committee	 Linda Guest, Chair of Committee

Our Mission

Green Park aims to provide access to high quality education and learning experiences, both in school and in the community and seeks to maximise each pupil's achievement as part of his or her lifelong learning. It is the school's aim to be a centre of Educational Excellence in the heart of the community.

Aims

The aim of this policy is:

- To provide a safe and happy environment conducive to learning
- To promote a consistent approach to meeting individual needs.
- To foster an atmosphere of awareness and concern for the needs of others.

Objectives

- To have agreed behaviour management procedures which are known and applied consistently by all staff.
- To have documented a defined structure for behaviour management to support staff which incorporates rewards, sanctions, general procedures, behaviours requiring special strategies and a system for working in partnership with parents and carers.

Principles and Values

At Green Park the learning difficulties of our pupils are very complex therefore the school needs a behaviour policy that is consistently delivered by everyone involved with the school. This will ensure learning opportunities are maximised.

Successful management of behaviour is entirely dependent on the school ethos. All forms of positive behaviour should be constantly and appropriately rewarded. It is important that all staff continually review their own behaviour and attitudes in order to appreciate the positive and negative messages they give to pupils.

A duty of care exists whenever professionals and paid carers are given charge of any pupil in a school environment. This duty requires all reasonable measures to be taken to prevent harm. The school believes that pupil behaviour at school is fundamental to raising standards of teaching and learning and increasing social inclusion. It is also the right of staff and children to be in school without threat, fear or significant interruption to teaching.

The school ethos encourages an atmosphere in which staff are encouraged to discuss problems with regards to behaviour management. Dealing with difficult behaviour daily can be stressful and challenging. Staff need to rely on and support each other in an atmosphere which encourages openness and discussion.

The organisation and management of behaviour at Green Park is underpinned by a whole school approach and is as much a part of the ethos of the school as well as an approach to the management of individual situations. The school has a positive approach to the behaviour of pupils with an emphasis on rewarding good behaviour and achievement rather than punishing bad behaviour or inappropriate behaviour. It is the school aim to help pupils understand and manage their own behaviour.

All staff should strive to be proactive when dealing with behaviour management, foreseeing potential difficulties, and dealing with these before difficult behaviours when they occur rather than employing reactive strategy (applying sanctions for negative behaviour).

Often children at some point in their education display behaviour which becomes difficult to another adult. Sometimes this is because of unidentified or unmet special educational needs or occurs because the child's relationship with the curriculum is not effective. However, some children at Green Park present more challenging behaviour which is defined as 'culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy...'

The school recognises its responsibility to provide a system which:

- Provides guidance to pupils and staff regarding behaviour, sanctions, and physical intervention strategies.
- Provides opportunities for pupils to use the most appropriate communication system to help pupils communicate their thoughts, feelings and needs in the classroom and Reflection Rooms (see below from pg. 8).
- Provides guidance to school staff regarding classroom issues and management.
- Undertake risk assessment of situations and behaviours.

- Provide support and advice about individual pupils.
- Provide effective recording and monitoring systems.
- Recognises that parents have an important role in securing the appropriate behaviour of their child at school. Home school agreements will establish the respective roles of parents, pupils and the school. Close working relationships between the school staff and parents are essential in providing effective solutions to difficult problems.
- Ensure that there are sufficient training opportunities for school staff.
- Liaise with other agencies in order to provide coordinated support to pupils, their families and schools. We recognise the importance of close working relationships with a range of professionals, ensuring a shared understanding of behaviour and related issues.
- Monitor the effectiveness of school policies and procedures.

We believe that the children at Green Park should and do exhibit good standards of behaviour. This document supplements all school policies but has particular links with the:

- Safeguarding and Child Protection Policy
- RE Policy
- Health and Safety Policy
- PSHE Policy
- First Aid policy

Establishing an effective Behaviour system

Step 1:

Good classroom practice promotes good behaviour. Targets in all lessons should be communicated clearly to children and staff should ensure, through differentiated planning, that the targets are realistic to the individual child and the success criteria is clear.

The management of the learning environment is also crucial. Creating a calm, safe uncluttered environment, having clear routines, establishing class rules, developing security, establishing shared values, and providing access to adequate and appropriate resources and equipment underpins effective behaviour management. An inappropriate or insufficiently differentiated curriculum is likely to lead to challenging behaviour from some pupils and therefore dealing with behaviour in isolation from the wider context is unlikely to be ineffective.

The pupils need to know and understand the class rules and the acceptable standards of behaviour for all the pupils. A system of positive rewards and incentives should be in place in classrooms, and the children should perceive that rewards relate to good behaviour. All staff should provide a good role model of behaviour as children are more likely to achieve high standards if they see these standards surround them.

Any management strategies that are applied should be given time to work. Staff should ensure that pupils have time to assimilate information and instructions and respond to them. Pupil's views are important and the ability of staff to listen is an essential skill to effective behaviour management.

Good classroom practice promotes this. Examples of strategies used to achieve this include:

- Use of role models
- Excellent Communication Strategies
- Clear expectations
- Discussing behaviour and consequences / sanctions
- Peer Modelling
- Consistency and clarity by staff
- Establishing clear boundaries

We believe in the use of rewards to motivate pupils and to promote good behaviour. Positive behaviour will be encouraged at all times. Examples of rewards that may be used are:

- Verbal praise
- Gestures
- Smiling
- Tokens e.g. certificate or stickers
- Privileges – taking the register back
- Choosing a favourite activity
- Showing good work to headteacher or favourite adult
- Celebrating with the whole class
- 'High Fives' or other appropriate gestures subject to our Covid 19 Risk Assessment.
- Clapping

All rewards that are introduced should be within the agreed healthy school guidelines. Food, drink or close physical contact i.e., kissing or hugging should not be used as a general day to day reward, only once a detailed reward assessment programme with an appropriate level of physical contact has been completed and has been agreed by parents i.e., Intensive Interaction / pupils with specific needs. It is important not to teach pupils behaviours that may be unacceptable or unsafe in wider society or put staff in situations that could be open to misinterpretation. It is accepted that day to day classroom management involves the ongoing maintenance of positive behaviour using tone of voice and facial expression. A sanction is an agreed constructive approach to dealing with a behaviour problem. It is recognised that even occasional inappropriate behaviour may need sanctions.

Those pupils who require more regular and consistent application of sanctions will require a Positive Behaviour Support Plan (see step 2)

Step 2:

Behaviours requiring planned individual intervention programmes (PBSPs)

When a behaviour becomes challenging an Individual Positive Behaviour Support Plan (see example end of document) will need to be agreed between home and school.

The first step is to identify triggers i.e. any circumstances or conditions that are known to cause an episode of challenging behaviour. These are identified using systematic observation and assessment by class staff with advice from the Behaviour Management Coordinator. Termly targets must be set and monitored. In the plan primary prevention strategies are those aimed at excluding triggers to the behaviour e.g. avoiding situations known to cause stress, having a positive plan in place, developing the expertise of staff.

Secondary prevention strategies are aimed at forestalling the escalation of an incident when a triggered response occurs e.g. distraction towards another activity or asking pupils to remove themselves from the situation.

When writing a programme for any child staff should discuss at class meetings the triggers and primary and secondary strategies to ensure a consistent approach is applied. Rewards should be used sparingly for them to be effective, and sanctions must be agreed and written into the programme (i.e. what sanction will be used and why) Sanctions will never include corporal punishment or withdrawal of a pupil's entitlement.

Effective monitoring of the PBSP is required in order to ensure the behaviour improves. It is the role of the behaviour management coordinator to give advice on systems and monitor with class staff pupils progress.

It may be important at this point to liaise with other professionals involved in the child's life and/or seek support from other professionals within the LA to ensure appropriate strategies are implemented both in school and in other settings.

It is recognised that there may be on rare occasion's instances of bullying including online / cyber bullying, prejudice-based, LGBTQ+ or discriminatory bullying, targeting or racial or other harassment within the school. These must be dealt with in the same way as all other inappropriate behaviour i.e., once recognised it will be observed, assessed, and managed using methods outlined

above. Where appropriate, a risk assessment for individual pupils will be completed.

Step 3: When Restrictive Physical Intervention is required

Section 550A of the 1996 Education Act, which came into force on 1st Sept 1998, clarifies circumstances for using reasonable force to control or restrain pupils. Two considerations should be taken into account when physical restraint is to be used:

'The use of force can be regarded as 'reasonable' only if all the particular circumstances warrant it – otherwise it is unlawful; therefore, physical force must not be used to prevent trivial misdemeanour. The degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent.' Section 550A of the 1996 Education Act.

Unauthorised or inappropriate restraint or restriction of liberty must not take place, and staff must ensure that pupils are able to make reasonable choices that keep themselves and others safe.

The school and LA have approved PROACT-SCIPr-UK® (Strategies for Crisis Intervention and Prevention) as an agreed method for behaviour management and physical intervention. Physical intervention should only be used when other non-physical strategies have failed and there is significant evidence of actual or probable:

- Violence directed towards others
- Violence which is self-directed (self-injury)
- A child entering a dangerous situation with disregard to their own safety
- A dangerous action carried out with disregard of others
- Serious damage to property
- A child committing an offence
- In a school, any behaviour prejudicial to the maintenance of good order within the school and among any of its pupils.

Examples if this are

1. attacking a member of staff or another pupil
2. fighting
3. engaged in and committing, deliberate damage or vandalism to property
4. persistently refusing to obey an order to leave the classroom
5. behaving in a way that is seriously damaging a lesson

Subject to our Covid19 Risk Assessment, any PROACT-SCIPr-UK® physical restraint techniques that may be used need to be written into the PBSP and agreed with parents.

When using PROACT-SCIPr-UK® strategies, some guidelines are listed below:

1. only use the minimum restraint necessary
2. only restrain the pupil for the minimum length of time necessary
3. continue to communicate with the child calmly making it clear the physical intervention will stop as soon as it ceases to be necessary.
4. only use agreed PROACT-SCIPr-UK® procedures if trained and assessed as competent by the school's PROACT-SCIPr-UK® accredited trainer
5. the incident and restraint used must be written in the main office incident file and brought to the attention of the Headteacher
6. Parents must be informed by a member of staff from the Leadership Team whenever a physical restraint has been performed.

What is not allowed:

- Holding a pupil in any way which restricts breathing; around the neck, face down on the floor in any way, on a chair forcing legs into their chest.
- To slap, punch or kick a pupil
- To twist or force against a joint
- To deliberately trip up the pupil
- To drag along by the hair
- To pull or push in a violent, sudden or unexpected manner
- To drag the pupil by arm or leg
- To intentionally touch any sexually sensitive areas

No person is expected to undertake any restrictive physical intervention if by doing so they put themselves at risk. Sometimes it is better not to intervene in an incident without help (unless it is an emergency). As far as possible all other pupils should be removed to a safe distance, as quickly as possible. Other pupils should never be involved in implementing restrictive physical intervention strategies.

Planning for Incidents

As soon as a pupil is known to be prone to acts of violence and or serious disruption the school will carry out a thorough risk assessment of the behavioural difficulties including environmental, medical, curriculum, personal and personnel issues which might trigger episodes of challenging behaviour. This will include a review of the use of protective clothing which may incorporate Personal Protective Equipment (PPE) subject to our Covid 19 Guidance. This risk assessment takes place by the behaviour management coordinator and Headteacher either when a

child starts school and has a history of aggressive behaviour or when the leadership team are made aware of concerns regarding the aggressive behaviour of a pupil. It should involve all key people, where possible, involved in the child's life.

1. There is an agreed process for identifying, assessing and planning intervention strategies. Class staff will be supported in this process by the Behaviour Management Coordinator. The evidence will be used to develop Individual Behaviour Plan.
2. Individual PBSPs will be drawn up using a common proforma and shared with parents and all staff involved in the child's day. Physical intervention strategies should only be used when primary and secondary strategies, included in the PBSP have failed

Any pupils who have PROACT-SCIPr-UK® techniques identified on their plan must have specific named strategies which are approved by the Behaviour management coordinator. Staff must be trained in these techniques when using this form of intervention. Training should include the correct use of Cluster Rooms for 'Reflection' and the correct use of Rhino Pads.

Use of Cluster Group/ 1:1 Rooms for Reflection

After researching

- The Education Act 1996
- Guidance on the use of Low Arousal Areas in Warwickshire Schools
- Guidance on the use of Quiet Rooms in Warwickshire Schools
- Advice from PROACT-SCIPr-UK®,

The following actions have been taken regarding the use of the Use of Cluster Group / 1:1 Rooms for Reflection. We continue to record the length of time pupils spend in the rooms for Reflection. If pupils have used or are likely to use the Reflection Rooms, this is a strategy that is clearly stated on their behaviour plans. Any actions following the use of the Reflection Rooms are to be agreed with the pupil where appropriate, parents and staff.

We are clear about why we are using the Cluster Group / 1:1 Rooms for Reflection.

- To help de-escalate a challenging situation
- To offer a pupil space to manage their emotions and or behaviour – this includes physically aggressive behaviour.
- To help ensure that the individual is safe from harm whilst learning to manage their behaviour.
- To help ensure that other pupils are safe.
- To help ensure that staff and other adults are safe.

- Whenever the room is used, we need to be very clear about why the room is being used for individuals. Therefore, it is important that we think about.
 - Why the room is being used.
 - What the desired outcome is.
 - As the adult, there must always be an intention to remain in the room with the young person applying all the techniques and strategies highlighted during training to de-escalate a situation – this includes talking, remaining calm, sometimes silence is a necessary strategy. On the majority of occasions, an adult does remain in the room with the young person.
 - There are times when a pupil becomes physically aggressive and the safety of the adult is in question.
 - On these occasions, it is important to help ensure the safety of all persons involved.
 - If an adult believes that leaving the room is the only option available to ensure his or her safety, he or she should.
 - Be clear about the purpose of using the Reflection Room.
 - Request support – this would mean that someone else is aware that the room is being used to help manage a behaviour OR that both doors will be manned.
 - Reduce the risk of the pupil absconding into a dangerous situation.
 - NEVER LOCK OR CLOSE BOTH DOORS WHILST A YOUNG PERSON IS IN THE ROOM ALONE. One door may be closed to help reduce the risk of absconding into a dangerous situation, BUT AN ADULT MUST ATTEND THE OPEN DOOR. THE YOUNG PERSON MUST ALWAYS HAVE THE OPPORTUNITY TO E.G. GO TO THE TOILET AT ANY POINT.
 - Ensure that at least one door is open and manned.
 - OBSERVE THE YOUNG PERSON CONSISTENTLY AND WITHOUT DISTRACTION - PROACT-SCIPr-UK® were very clear about this – it is crucial that staff are aware of where pupils are on the Stages of a Crisis Spectrum (View Induction Course on Platform).
 - As soon as it is safe to do so, enter the room and work towards the conclusion of the young person's Reflection helping him or her to return to baseline / regular behaviour. This should be about helping the young person to understand why the room was used / come to terms with emotional changes including the possibility of a depressive stage and getting ready to return to task etc. as appropriate.
 - The time of the start and end of the Reflection session is recorded.
3. The Behaviour Management Coordinator will keep an up-to-date training record of all staff that are trained to use such techniques. Staff must

undertake annual updates in the use of these techniques. Parents must sign these programmes.

4. Class staff will complete daily/weekly behaviour logs to show pupil progress and the effectiveness of strategies. These will inform any risk assessments advice.
5. All incidents of poor behaviour should be reported to families appropriately so that parents are kept fully informed. They should also be told of positive changes in behaviour as they occur.
6. A major incident book is kept in the main office and all incidents requiring the use of PROACT-SCIPr-UK® techniques must be recorded in detail including:
 - the names of staff involved,
 - the name of the pupil and where the incident took place,
 - the names of any witnesses to the incident,
 - the reason the physical intervention was necessary,
 - how the incident began and progressed, what was said by all parties, the steps taken to defuse the situation
 - the level of intervention used and for how long,
 - the pupil's response to the incident,
 - Details of any injuries suffered by the pupil member of staff and damage to any property.
 - During serious breaches of behaviour where PROACT-SCIPr-UK® techniques have been implemented a member of the Senior leadership team should be informed as soon as possible.
7. Any assaults on staff or other pupils must be logged on LA IR1 forms on the day of the incident. Staff can seek advice from the Leadership team when completing forms. These forms are reviewed daily by the Headteacher and submitted for monitoring to the LA. On occasions they contact the Headteacher to review the issues involved with specific pupils.
8. Programmes will be reviewed as often as necessary to effect change in the pupil's behaviour but at least every term. They will also be reviewed formally at the child's EHCP review.
9. The Behaviour Management Coordinator also reviews LA IR1 forms every week and in agreement with the Headteacher identifies their case work based on the frequency of incidents and levels of aggression. Risk assessments of individual situations will be revised and parent's liaison strategies agreed.
10. The Headteacher reports all assaults and issues regarding pupil sanctions to Standards Committee each term. The Headteacher and Governors believe that exclusion should only be used in response to serious breaches

of the school's Behaviour policy once evidence demonstrates that a range of alternative strategies have been trialled and failed. It should be the last resort and used only in circumstances when allowing children to remain in school would seriously harm the education or welfare of the pupil, other pupils or staff. The Headteacher will seek the support of the services in the LA when risk assessment shows levels of risk to be high and increasing.

11. Staff involved in incidents can always seek support and counselling from a member of the leadership team. On occasions it may be more appropriate to involve a representative of the LA and utilise support services they have for local authority employees.

Policy Monitoring and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. It is in line with the LA's guidance on the use of restrictive physical intervention strategies and will be amended to reflect any further advice.

Appendices

Appendix A: Role of Behaviour Co-ordinator

Step 1

Evidence from range of sources:

- EHCP targets
- Lesson plans – differentiation
- Classroom observations
- Rewards
- Class rules
- Class routines
- Class team meetings

Once the above have been discussed may need to move to

Step 2

Collect of evidence from:

- ABC charts
- Recording logs
- Identifying accurately what the behaviours are
- Possible messages sheet – why the behaviour is occurring

PBSP written

- with pro-active strategies -

- settings
- rewards – information from reinforcement assessment schedule
- new skills

AND

- primary prevention strategies, behaviour management including Health and Safety

At this stage may need to move

Step 3

- PBSP – with PROACT-SCIPr-UK® physical interventions identified
- Risk assessments
- Assault forms
- Recording logs – will include the L-T recording to see if pattern to behaviour / decrease in incidents
- Contact with parents – to ensure parents and carers are aware of incidents on an on-going basis.
- Termly reviews communicated with parents
- Inclusion of incidents in HT report to Governors.

Appendix B: Guidance on completing Positive Behaviour Support Plan

What

An objective description of the observed behaviours. This may include a number of different behaviours and / or an escalating pattern.

Why

This needs to be completed by the classroom team following the completion of the possible messages sheet that provides a child centred approach. It will also attempt to identify possible triggers and / or consequences to individual behaviours. This section needs a great deal of thought as an accurate analysis here will determine what strategies are best suited to dealing with the behaviour.

How

Are we going to deal with the behaviour?

Settings

This will include the classroom organisation management, structure of the day, deployment of staff and other environmental strategies that may reduce incidents.

Reward strategies

These will be identified following a reward assessment and staff need to be aware that these may change over time and within different situations.

New skills

These may be best identified by reflecting on the why. EG. If the behaviour is felt to be resulting from poor communication skills, then an appropriate new skill may be to teach the child some Makaton signs.

Behaviour Management

What the behaviour occurs what strategies are employed – such as removing the child from the room. This section also needs to identify what PROACT-SCIPr-UK® physical interventions may be employed.

Emergency action

When the pupil is endangering themselves, others or acting in a manner that is deemed to be prejudicial to good order what strategies do you employ? PROACT-SCIPr-UK® physical interventions must be listed.

Target

A SMART target, reflecting a step forward in a reduction of difficult behaviour, or an increase in a positive behaviour, or the development of a new behaviour. The target will be determined by the behaviour that most impedes the pupils learning.

Review date

The plan needs to be reviewed on a termly basis.

ADD APPENDICES TABLES RISK ASSESSMENT AND PBSP

