



Behaviour Policy

Adopted by Governing Body: October 2013

Reviewed by Governing Body: 19.10.21

Cycle of review: 1 year

Statutory Policy: Yes

1 Our vision

Pitcheroak School is a happy and harmonious learning community where staff and pupils feel safe and secure. All pupils at the school have an educational health care plan (EHCP) as a consequence of learning difficulties. This plan is reviewed on an annual basis. Many pupils who have learning difficulties also have behavioural difficulties.

As a school we are committed to preventative approaches to working with pupils with behaviour difficulties and positive strategies for managing and adapting challenging behaviour. There are many ways of defining difficult or challenging behaviour. Below are some of the criteria, which we would consider cause problems for the individual pupil, other pupils in the class, staff and families:

- the behaviour prevents the pupil from participating in the curriculum
- the behaviour has a detrimental effect on the learning of other pupils
- the behaviour is not appropriate to the pupil's age or level of development
- the behaviour has a negative impact on the pupil's independence
- the behaviour restricts opportunities for the pupil to learn new skills
- the behaviour restricts opportunities for the pupil to participate in community activities
- the behaviour can cause the pupil or young person to be disliked by others
- the behaviour reinforces the pupil's negative self-image
- the behaviour creates a dangerous environment

Pitcheroak School is characterised by a calm and purposeful environment underpinned by relationships built on mutual respect. Our expectation is that all pupils and staff will behave in an appropriate and socially acceptable way. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning.

Prior to admission new pupils are sometimes offered transitional arrangements to ensure that they have a smooth start to their new school. This is often a two way process and can involve the previous educational setting.

1.1 The aims of this behaviour policy

Our principle ways of encouraging and teaching behaviours which allow pupils full access to the curriculum and to society, are:

- ✓ the development of self-esteem (1.2)
- ✓ using Circle Time to support social development (1.3)
- ✓ the teaching of rules (1.4)
- ✓ rewarding good behaviour (1.5)
- ✓ using sanctions (1.6)
- ✓ working in partnership with parents and carers (1.7)
- ✓ seeking advice and support from other agencies (1.8)
- ✓ providing school based support/ behaviour plans (1.9)

1.2 Self-esteem

Many of our pupils have a negative self-image and feel that whatever they do can never be right. We aim to nurture self-esteem throughout the school day by showing pupils respect, whilst letting them know that it is the negative behaviour we cannot accept, not the pupils themselves.

1.3 Circle Time

Circle Time provides planned, structured sessions aimed at improving the skills of listening, talking, problem solving, respecting the views of others and expressing feelings. Pupils are able to participate in Circle Time at a level appropriate to them. New or temporary staff will receive support in running Circle Time sessions.

1.4 The Teaching of Rules

All classes devise their own class rules at the beginning of the year, based on the school rules and have them displayed prominently in the classroom in child friendly language. The school rules are:-

- Speak and act kindly to everyone
- Keep your hands and feet to yourself
- Listen and follow instructions given by staff
- Let others get on with their work

The class rules give the pupils clear guidelines as to the expectations and boundaries that prevail in the classroom. Class rules should be written in positive terms and should clearly state what the pupils should do. Class rules should be kept to a maximum of 4 or 5 so that pupils can remember them. When pupils move into a new class with a new teacher time will be spent on teaching the new rules and routines. Circle Time provides a good opportunity for discussing why rules are needed and how pupils feel when they are broken. Rules are also needed for break and lunchtime behaviour and should be taught and reinforced in all settings.

1.5 Rewards

Rewards are extremely effective in reinforcing desired behaviours. Reward systems operate on an individual, class, department and whole school basis. It is important that pupils are rewarded for progress, behaviour and effort as well as for attainment. Sanctions are a necessary part of the behaviour policy but are not as effective in changing behaviour as rewards. However, it is important that pupils learn that adverse behaviour brings consequences.

There are a variety of rewards that can be used to recognise positive behaviour.

These include:

- Merits
- Postcard home
- Letter home
- Treat Seat
- Use of motivators/ rewards for good work/ good behaviour suitable for specific pupils
- Stamper charts leading to certificates are celebrated in assemblies
- Stickers
- Gold stars

- Verbal praise
- 'Star of the Day'
- 'Star of the Week'.
- Choice activities ('Choose Time')
- Computer/ DVD
- Toys/ Lego
- Jobs and responsibilities
- Favourite toy/ activity
- Extra playtime
- Food items/ raisins
- Musical, personal headphones
- Bubble play
- Messages to parents/carers reinforcing positive behaviours

1.6 Sanctions

Pupils at Pitcheroak School are set clear boundaries and are taught about school expectations. A child's special educational needs are considered when a decision is made to apply any particular sanction. All teaching staff receive training on behaviour management and mental health and are able to refer concerns to a senior member of staff for additional support when required. Class teachers know their pupils well and are able to spot where disruptive or unusual behaviour may have a root cause that needs addressing. School and class rules are discussed with pupils and displayed in classrooms in child friendly language. Sanctions are used consistently but personalised to help specific pupils learn how to behave more co-operatively.

Sanctions include:

- Verbal explanations of acceptable behaviours
- Visual symbolic prompts about acceptable behaviours
- Move pupil to another area of classroom
- Pupil removal from classroom activity
- Work by themselves away from other children
- To miss part/ whole of playtime
- To miss specific activities i.e. trips out/ swimming etc. (Health and Safety)
- Talk about behaviour with other members of staff/ senior staff
- Message to parents/carers via e-mail
- Phone call to parents/carers
- Meeting with parents/carers to discuss behaviour
- Simple behaviour contracts
- Fixed term or permanent exclusions (refer to exclusions policy)

Strategies to promote positive behaviour:

- Consistent routines and visual timetables
- Warnings
- Preparing children for change/ verbal/ visual explanation of expectations
- Tactical ignoring of attention seeking behaviours
- Distraction to redirect pupils and their behaviour
- Circle Time

- Reinforcing rules and expectations
- Modelling good behaviours and teaching the benefits of good behaviour
- Positive praise for individuals and the group
- Planned movement around the school and for outside visits
- Shared knowledge of classroom procedures to reduce conflict and confrontation/ de-escalation strategies
- Calm quiet, organised classroom environment to reduce stress and anxiety
- Reference made to children behaving appropriately linked to school rules
- Fun activity near the end of each lesson
- New beginnings throughout the day/ opportunities for fresh starts
- Home visits: preparation for Early Years
- Home/ School visits
- Positive targeting for individuals
- Behaviour plans
- Pupil targets displayed as a visual prompt
- Personalised table for specific pupils
- Incremental positive behaviour reward charts using tokens/cards
- 'Outdoor Playground Activity Programme' – 'Lunchtime Clubs' – 'After School Clubs'

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or fail to follow a reasonable instruction. The power also applies to all paid staff with responsibility for pupils. Teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment. Pupils can be disciplined at any time in school or elsewhere under the charge of the school e.g. on school visits. Pupils can be disciplined for misbehaviour beyond the school gates and outside school hours such as when in transit to and from school.

In accordance with the Education and Inspections Act 2006, punishments must be fair, reasonable, proportionate to the offence and not in breach of any legislation such as the Equality Act 2010, SEND and race. Corporal punishment is not allowed under any circumstances.

Detentions

Teachers have the legal power to discipline as described in sections 90 and 91 of the Education and Inspection Act 2006 and this may include imposing detention in and outside of school hours; this is defined as after any school day when the pupil is present, weekends and INSET days; parental consent is not required for detention. Pupils will be detained for no more than 15 minutes at the end of the school day without prior parental notice. When issuing detentions teachers consider whether suitable travel arrangements can be made – inconvenience for parents/ carers is not a consideration. During lunchtime detentions, pupils are allowed to eat, drink and use the toilet.

Parents/ carers will be given twenty four hours' notice if the pupil is to be detained after school for up to one hour or at any other time outside of school hours. Teachers can confiscate pupil property. Poor behaviour must be addressed and all staff have a professional obligation to highlight and help pupils improve their behaviour.

Discipline is administered with calm, not anger and works best when it is applied thoughtfully, consistently and a distinction is drawn between the poor behaviour and the individual – it is the behaviour **not** the pupil that we are criticising. A pupil who perceives animosity or lack of respect from a teacher is more likely to react adversely. In the first instance a teacher should attempt to deal with poor behaviour. This is likely to begin with reminding a pupil if their behaviour falls below acceptable levels and be increased progressively if the pupil fails to respond. Possession of any bladed item on school premises will not be tolerated and is likely to lead to permanent exclusion. Please refer to the Exclusions Policy for further information.

1.7 Working in Partnership with Parents and Carers

Good communication is essential if we are to be effective in changing pupils' behaviour. Regular meetings need to be held with parents or carers of pupils who have behavioural difficulties to exchange information and strategies and any significant changes in behaviour should be reported to parents/ carers as soon as possible.

1.8 Seeking Support and Advice from other Agencies

There will be times when we feel we need to seek advice about a pupil's behaviour. Support is available from the Educational Psychologist, CAMHS, the Consultant Psychiatrist or Community Behavioural Team who may be working with the family or from Social Services who may be involved. All these people have a wealth of experience to offer and referrals can be made through the Deputy Head.

1.9 School Based Behaviour Management Plans

One of the rights of pupils is to learn and one of the rights of staff is to teach without disruption. It is highly likely that pupils whose behaviour causes on-going difficulties will have an individual behaviour management plan, which is shared with all staff that come into contact with the pupil. These plans are reviewed regularly. There is an individualised, graduated response for when behaviour may be the result of educational, mental health or other needs or vulnerabilities and this may result in pupils requiring a Pastoral Support Plan (PSP), which is devised in conjunction with the parents/carers. The graduated response includes:

- An assessment to establish a clear analysis of the pupil's needs
- A plan setting out how the pupil will be supported
- The required action to provide the support
- Regular reviews to assess the effectiveness of the provision and identify any necessary changes

All groups within the school community have certain rights and responsibilities. Groups of pupils, staff and parents/ carers have devised a set of Rights and Responsibilities for the Pitcheroak Community, which you can find on the next page.

RIGHTS AND RESPONSIBILITIES

Pupils have a right:

- to feel safe and secure at school
- to be treated with dignity and respect
- to learn

Staff have a right:

- to feel safe and secure at work
- to be treated with respect by pupils, staff and parents/ carers
- to be able to teach without disruption
- to receive good quality training and support

Parents/ carers have a right:

- to expect the school to be a safe and secure environment for their pupils
- to have their pupils treated fairly
- to be treated with respect and have their opinions valued
- to receive accurate advice about their pupils and the school

Pupils have a responsibility:

- to treat people with respect and be well behaved
- to work hard
- to let other pupils get on with their work without interruption/ disruption
- to get to school on time

Staff have a responsibility:

- to create a secure environment in which pupils can feel safe
- to treat all pupils, staff and parents/ carers with respect
- to ensure that the quality of their teaching enables pupils to reach their full potential in school

Parents/ carers have a responsibility:

- to treat staff with respect
- to offer pupils wide opportunities outside school which pupils can use in school to assist their learning
- to communicate with the school on any matters concerning their pupil which the school needs to know and on reasons for absence from school
- to support the school's actions within the behaviour policy

2. Learning to behave

The school aims to provide a safe, secure, supportive environment where pupils can learn and teachers can teach. There is a direct link between the way young people learn and their behaviour.

2.1 Promoting positive behaviour

It is the job of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour. In order to achieve this aim all staff at Pitcheroak School will:

- ✓ Model exemplary behaviour
- ✓ Treat all pupils and adults with respect
- ✓ Speak politely to each other
- ✓ Build pupil confidence and self-esteem through positive reinforcement
- ✓ Avoid using critical or sarcastic language
- ✓ Recognise pupil effort and achievements on a regular basis and celebrate success
- ✓ Keep parents/ carers informed about success, efforts and achievements
- ✓ Challenge unacceptable behaviour
- ✓ Work in partnership with parents/ carers through regular contact to help improve behaviour

2.2 Defining negative behaviour

The following behaviour is considered as negative at Pitcheroak School:

- Disrupting the learning of others
- Rude or inappropriate language
- Acts of aggression or any kind of physical violence
- Bullying or intimidation
- Racist, sexist or homophobic comments
- Vandalism

2.3 Unacceptable behaviour

If unacceptable behaviour occurs, members of staff will:

- Challenge the behaviour
- Tell the pupil what is unacceptable and why
- Explain how they could have behaved differently in a way that the pupil understands, modelling what they could have done or said
- Try to find out why the pupil is behaving this way
- If the poor behaviour is repeated, or if it is judged to be serious the line manager will be consulted and will advise appropriate sanctions

3. School Uniform

The governing body of Pitcheroak School believe that uniform plays a valuable role in contributing to the ethos, setting an appropriate tone and instilling pride in the school. Wearing a school uniform supports positive behaviour and discipline, encouraging identity with, and support for the school ethos. It also promotes a strong, cohesive, school identity that supports high standards and a sense of identity amongst pupils. If some pupils look very different to their peers, this can inhibit integration, equality and cohesion. Wearing a uniform protects pupils from social pressures to dress in a particular way. Appropriate hair styles that

are not extreme form part of school uniform expectations, as well as keeping jewellery to a minimum. School uniform includes clothing required for Physical Education (PE); this is practical, comfortable and appropriate to the activity involved. Full details of school uniform requirements are printed in the appropriate pages of the pupil planners.

3.1 Non-compliance with school uniform

Teachers can discipline pupils for breaching the schools' rules on appearance or uniform. This will be carried out in accordance with the sanctions identified within the behaviour policy. The Headteacher, or a person authorised by the Headteacher, may instruct a pupil to go home briefly to remedy a breach of the schools' rules on appearance or uniform. When making this decision consideration will be taken of the pupil's age. For all pupils up to and including year 11 parents/carers will be contacted and the pupil only sent home during school hours if accompanied by a parent/carer.

Pupils in years 12 and 13 (if appropriately travel trained) may be sent home unaccompanied to change once parents/ carers have been contacted. Where pupils are sent home to change, this is not an exclusion but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, or takes longer than is strictly necessary to effect the change, the pupil's absence may be counted as unauthorised absence. In either case the pupil's parents/ carers must be notified and the absence should be recorded. Breaches of uniform at Pitcheroak School are extremely rare however, persistent non-compliance can lead to exclusion from school in line with legal requirements for exclusion.

4 Searching, screening and confiscation

The school has a statutory obligation to manage the health and safety of staff, pupils and visitors and ensure that school discipline is maintained. Under this authority the School reserve the right to search and screen pupils under the following circumstances and to confiscate items as described below:

- Pupils will be treated courteously and afforded respect and a reasonable level of personal privacy during any search or screening; personal items will only be searched in the presence of the pupil
- Searching should be carried out by a member of staff who is the same sex as the pupil. There must be member of staff present during the search to act as a witness who should also be the same sex
- There is a limited exception to the same sex and witness rule; if there are reasonable grounds to believe that there is risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff
- Parents/ carers will not be informed prior to a search or to seek parental consent and there is no legal requirement to keep records of searches carried out
- Parents/ carers will be informed if search or screening uncovers items that will result in school disciplinary action or police involvement

4.1 Searching with consent

- We can search pupils for any item with consent from the pupil
- Parental permission or pre-notification is not required

- We do not require written consent in advance of a pupil search; it is enough for a teacher to ask the pupil to turn out their pockets or empty their bag

4.2 Searching without consent

If a member of staff has reasonable grounds to suspect that a pupil is in possession of a banned, stolen or dangerous item, a pupil can be instructed to undergo a search without consent; parental permission or pre-notification is not required. A pupil refusing to co-operate with a search will be subject to disciplinary measure by the school.

The Headteacher and any staff authorised by the Head have a statutory power to search pupils and their possessions with or without consent where they have reasonable grounds for suspecting that the pupil may have any of the following items:

- Knives, bladed items, weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images (to be handed to the Police)
- Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage property
- Any other item that is banned under the school's guidelines

The teacher will decide when, or if, an item is returned to the pupil. Teachers are protected from liability for damage to, or the loss of, any confiscated item. Teachers are permitted to confiscate items as punishment, so far as is reasonable.

Staff are permitted to search electronic devices prohibited by school rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do – this includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching or break the school rules.

Staff may give devices to the Police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.

4.3 Confiscation of a banned or dangerous item

School staff can seize any prohibited item found as a result of a search. The school can also seize any item found which is considered to be harmful or detrimental to school discipline; this includes deleting electronic images or passing illegal material onto the police. Depending upon the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable. Confiscated weapons, knives or bladed items, items believed to be stolen and illegal drugs will be passed onto the police or disposed of by the school.

5 Use of reasonable force

School staff have a legal right to use reasonable force to control or restrain. Control means passive contact, such as standing between pupils or blocking a pupil's path, to actively leading a pupil by the arm away from a classroom or difficult situation. Restraint means to hold back

physically or to bring pupils under control; for example where two pupils are fighting or refusing to separate without physical intervention. Reasonable force can be used to prevent pupils from committing an offence, hurting themselves, hurting others, damaging property or causing disorder. All school staff at Pitcheroak School are trained in Team Teach and will always try to use de-escalation techniques prior to physical intervention. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFE: 'The Use of Force to Control or Restrain Pupils'. Teachers and teaching assistants in our school do not hit, push or slap pupils. Staff only intervene physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself and it always is reasonable, proportionate and necessary. The actions that we take are in line with government guidelines on the restraint of pupils. Staff use de-escalation techniques prior to any form of physical intervention, which is used as a last resort. In all situations staff will act in ways that are reasonable and proportionate. Force will never be used as a punishment and reasonable adjustments will be made to accommodate the level of cognition of the pupil. We do not require parental consent to use reasonable force.

6 Anti-Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear.

6.1 What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of ethnicity, disability, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. Also using any prejudice based language is unacceptable. Bullying can be: physical, verbal, emotional or sexual. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

6.2 Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Advice on teachers' powers to search is detailed in section 4 of this policy.

6.3 The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard for the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is *'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'*. Where this is the case, staff at Pitcheroak School will report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external agencies to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Staff are made aware that behaviours linked to sexting place a child in danger and are trained to provide support in line with the Safeguarding Policy.

6.4 Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is

indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

6.5 Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises “*to such an extent as is reasonable*”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or pose a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Detailed advice on teachers’ powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 1.6 of this policy.

6.6 Dealing with bullying

At Pitcheroak School staff, parents, carers and pupils work together to create a happy, caring, learning environment. Bullying in any form will not be tolerated. It is everyone’s responsibility to prevent occurrences of bullying behaviour and to deal with incidents quickly and effectively. Opportunities will be given in meetings to discuss concerns and incidents of bullying behaviour that have been recorded or brought to the attention of staff by the victim, their friends, their parents/ carers or other interested people. Our emphasis at Pitcheroak is always on a caring, listening approach as those who engage in bullying behaviour are often victims too – therefore exhibiting bullying behaviour.

- Discussions at length with the victim. This will require patience and understanding. Members of staff will LISTEN, BELIEVE, ACT.
- Identify the person(s) displaying bullying behaviour. Find witnesses if possible. Inform a senior member of staff.
- Discussion with the person(s) displaying bullying behaviour. It will be made clear that bullying behaviour is not acceptable at Pitcheroak School.

PSHE and Citizenship and R.E. lessons, assemblies, class meetings and the school council will be utilised to reinforce the ethos that Pitcheroak is a ‘telling’ school where it is right and expected that pupils should have access to an adult of their choice with whom they feel comfortable, to discuss personal difficulties such as bullying – whether it involves themselves or others whom they have witnessed bullying or experiencing bullying acts.

Pupils need to be reassured that this is the right and brave course of action.

Within class based sessions such as Circle Time and on an individual basis, work may well have to focus on supporting pupils to develop strategies that help them to learn the social skills necessary to deal with situations they find uncomfortable or distressing on the playground or in the classroom.

School staff will respond reassuringly and promptly when bullying is identified. There is a range of sanctions/consequences available to staff, the appropriate one in each individual case being determined in consultation with staff involved and members of the SLT. The choice of sanctions/consequences will depend on the result of an investigation of the incident and its context.

Sanctions/consequences may include a range of the following:-

- Referral to the SLT
- Implementation of the school's discipline procedures
- Discussion with the parents/carers of all pupils involved (victim and perpetrator)
- Withdrawal of activities/privileges
- Detention(s)
- Fixed term exclusion from the school – refer to the exclusions policy for further information
- A programme of support and remedial education/de-briefing designed to support both the victim and perpetrator

In order to identify incidents of bullying and the identities of those who display bullying behaviour at Pitcheroak we have agreed to carry out the following strategies:

- All staff will watch for early signs of distress in pupils
- All pupils know and understand that they can/must tell a member of staff
- All staff to Listen, Believe, Act
- The Child Line telephone number to be displayed in school
- Bullying incidents are recorded on SLEUTH
- Staff will talk to pupils about a range of different strategies to use

6.7 Safeguarding children

If staff consider that there may be Safeguarding Children issues, on investigation of any incidents of bullying, they must immediately inform the Headteacher or Senior Designated Person. Confidentialities in investigations cannot and will not be guaranteed to pupils if there is a Safeguarding Children issue involved, although all staff will endeavour to protect the identities of anyone giving information which assists the investigation, provided they are not at risk themselves.

6.8 Prevention

Pitcheroak's response to bullying does not start at the point at which a pupil has been bullied. A well-defined programme of study is in place across the school that includes talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

7 Exclusion from school

We do not wish to exclude any pupil from school, but sometimes this may be necessary. The school have a separate policy on school exclusion.

8 On Call

The school have an 'on call' system in operation that is designed to summon extra help to manage any difficult situations in class should they arise. All teaching spaces and identified staff has a walkie talkie. When not in use staff should ensure that the radios are turned off and placed back on the base otherwise they will not charge. The channel used is channel 16.

The following script is adhered to when operating the walkie talkie 'On-call required in!' stating where the help is needed for example 'On-call to the dining hall please'. The request is repeated twice and then a member of SLT will respond with 'Paula en route...'

Prior to activating the on call system there are a number of agreed steps that should have been taken. These are as follows:

- if the call is in relation to a behaviour incident, the pupil's behaviour management plan must have been followed
- a change of face using a member of staff within the department must have been tried
- Head of Department is unavailable

9. ASD strategies for managing challenging behaviour

STEP ONE

It is vital that an ABC chart is made (a record over a period of days or weeks that identifies the patterns of behaviour).

STEP TWO

Determine the function the behaviour is serving for the child.

- Is the behaviour because the child is too hot? Too cold? Tired? Hungry?
- Is the behaviour for attention or other positive reinforcement?
- Is the behaviour related to the child's communication difficulties?
- Is the behaviour related to their frustrations or stresses?
- Is the behaviour shown to escape classroom demands?
- Is the behaviour because the child does not understand what is being asked?
- Is the behaviour linked to sensory stimulation?
- Is the behaviour a loss of control?

STEP THREE

Identify common factors linked to the behaviour.

- What time of day does the behaviour occur?
- What people are present in the area when the behaviours occur?
- Where is the student in the building and what lesson is it?

Identify what really matters from all of the behaviours displayed.

Set realistic behaviour goals so that progress measures can be tracked towards a desired outcome.

STEP FOUR

If a student is exhibiting unwanted behaviours check the following:

- Is the environment the same every day? E.g. workstation in the same place?
- Does the environment need to change to reduce behavioural episodes?
- Is there a calm area within the classroom? Are there calming activities available in this space? Have you taught the child when s/he needs to go there?
- Are ear-defenders necessary to reduce noise sensitivity?
- Is the toilet area free from clutter?
- Is the daily routine displayed visually? Are changes indicated on this?
- Does the child have a schedule to follow with pictures, words or photos to help organise a chunk of time?
- Are there opportunities for relaxation/massage/sensory/ physical exercise built into the timetable?
- Is there a bank of visual resources accessible for the student to aid comprehension?
- Is the students workstation well organised and structured?
- Are changes introduced gradually and with visual information?
- Are timers used to reduce anxieties?
- Are instructions brief and visually supported?
- Is there a range of different activities readily at hand to distract the child when a situation is escalating?
- Is PECS available to use, Signalong or other communication devices?
- Have appropriate choices been put in place for the child?
- Are breaks and downtime built into the schedule if necessary to allow the child to do what s/he wants?
- Do staff encourage and praise appropriate behaviour and praise with an immediate reward if necessary?
- Do staff use obsessions/ preferred activities as rewards if other rewards fail to motivate?

ADVICE

As difficult as it may be, remain calm, consistent and persistent as this will be the best approach.

Pick your battles...focus on the behaviours and skills that are most essential.

Remember that often when a new strategy is put in place behaviour may get worse before it improves.

10 Monitoring and review

Each significant incident is recorded as soon as possible using the SLEUTH system. This system is monitored by the Pastoral Support Team and reported to SLT on a fortnightly basis. The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is given a permanent exclusion. It is the responsibility of the governing body to monitor the frequency and duration of exclusions, and to ensure that the school behaviour policy is administered fairly and consistently. The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.