



Mabel Prichard School Behaviour Policy

Updated June 2024

As an inclusive and inviting learning community, at Mabel Prichard School the children and adults respect, care for, understand and tolerate all others.

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Signed: Chair of LAB:

Date:

Review June 2025

Aims

1. To ensure the whole school community including pupils, staff, governors, parents/carers and families share common values.
2. To ensure the whole community including pupils, staff, governors, parents/carers and families feel valued, safe, respected and heard.
3. To enable all children to reach their full potential.
4. To create a positive learning environment to enable the work of the school to be purposeful and meaningful.
5. To ensure the whole school community is committed to life-long learning as a means of promoting self worth and self-esteem.
6. To ensure all pupils and staff are treated safely, fairly and equally irrespective of gender, race, religion, culture and ability.
7. To ensure the school works closely with the wider community including local schools, places of worship and employers to enable students to apply good behavioural strategies in life settings.

Rights and Responsibilities

Staff, governors and pupils have both the right and the responsibility to:

- Respect each other
- Act in a fair and honest manner
- Have care and consideration for others
- Treat everyone equally irrespective of their colour, race, religion, culture and ability
- Listen to each other and to be heard
- Feel safe and have regard to the emotional and physical well-being of others
- Preserve the dignity of the individual in all circumstances

Wherever possible pupils are expected to:

- Respect each other's right to learn and be in an atmosphere conducive to learning
- Have the responsibility to contribute towards a positive atmosphere for learning

Behaviour Ethos

Learning with complex learning difficulties

This takes as its fundamental basic principle that children with complex learning difficulties must learn how to be (themselves) as a necessary precursor to learning how to do. This means that learners with CLD must:

- be allowed (and indeed, be positively encouraged) to be comfortable with activities and states of being that are important to them, as part of the process of being given opportunities to discover other activities and states of being that may become important to them;
- be free to like who and what they wish and be encouraged to learn how to express such preferences positively;
- be free to reject experiences and people not liked and encouraged to learn how to express such preferences positively, while endeavouring to support them to tolerate others in their space.
- be positively encouraged to take total control of their own behaviour so that self-regulation (rather than being regulated by others) becomes a major part of their learning;
- be given constant opportunities to communicate positively and to have both voice and agency

(that is, be always listened to with preferences always acted upon) within the confines of a safe and secure environment. There may be occasional times when voice and agency are denied for safety reasons

- know that the curriculum and the pedagogy behind the curriculum has each individual learner at its centre. Each pupil must be secure within the concept that if problems arise, it is the curriculum that has to change, not the learner.
- be kept safe, free from harm and closely monitored at all times, in line with our statutory duties. This may mean a member of staff making a choice or taking a positive action to support a pupil who may not be able to make a safe choice without support. Areas of supportive safety include themselves, others and property.

Code of Conduct

Wherever possible all children and staff/visitors are encouraged to:

- Look after their belongings and those of others
- Be respectful of each other's working and personal space
- Move around the school with thought for others
- Treat others as they choose to be treated
- Listen and attend to other people's needs in all respects of school life
- Knock before entering a room
- All children staff and governors are encouraged to set a good example when off the school site to enhance the school's reputation

Strategies to promote and support positive behaviours

Mabel Prichard School aims to recognise and develop the appropriate behaviour of pupils, to encourage them to play a responsible role within the school and the wider community by:-

- The whole school knowing and following the school and Trust values
- Creating a school council made up of staff and student representatives from all classes
- Acknowledging positive behaviour e.g. specific positive reinforcement, celebrating achievement in assemblies, the newsletter and in class, recognising effort.
- Giving attention to good choices
- Encouraging staff to recognise and be good role models
- Providing stimulating teaching and learning environments
- Using appropriate forms of communication for all our students
- Devising individual behaviour programmes for children as and when required
- Preparing pupils to be lifelong learners
- Consistent handling of behaviour including communication with staff/ parents /carers

Stepped guidance to enable pupils to manage their behaviour

We as staff recognise the inability of some children to be able to regulate their behaviour, subsequently, these children will require a degree of intervention using one or some of the following approaches (not in order of merit):-

Assess the circumstances and seriousness of an individual pupil's behaviour e.g. home or school difficulties, medical problems, communication difficulties etc. before proceeding with a particular approach

- Investigate possible antecedents leading up to a particular behaviour
- Deal with any issues as quickly as possible with the staff concerned
- Refer to the positive handling plan
- Involve the SLT member on each site
- Involve the Headteacher
- Involve the parents/carers
- Involve other professionals

- Use formal behaviour de-escalation techniques e.g. the school approach of Team Teach

School Philosophy

The school pays due regard to the Children Act 2004 in protecting the rights of children at all times.

The UNICEF UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA helps to put the UN Convention on the Rights of the Child at the heart of the school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A rights-respecting school is a community where children's rights are learned, taught, practiced, respected, protected and promoted. Young people and the school community learn about children's rights by putting them into practice every day.

The school pays due regard to DfES circular Listening to and involving children and young people 01/2014

The school aims to prevent children from either hurting themselves, others or damaging school property.

The school welcomes the Government document:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The staff work with each student in an individual manner according to the child's level of understanding and special needs.

The staff use a variety of approaches to promote positive behaviour in students. We encourage consistent handling of students to ensure parents/carers and the school can work together effectively.

All the staff, students and volunteers at Mabel Prichard School need to be well informed, well trained and adopt a consistent approach to promoting positive behaviours at home and school. A close relationship is encouraged between home and school.

Some children have a "positive handling plan" which is shared and developed with parents/carers.

Some of the strategies used at Mabel Prichard School to support positive behaviour:-

1. Team Teach: All staff are trained in "Team Teach" on a rolling basis by an outside professional agency. Team Teach works on a de-escalation, person-centred model and demonstrates certain holds which are safe for the student and staff.
2. Positive reinforcement: The majority of students respond well to praise. Wherever possible, encourage positive behaviour and praise the student, noting the principal of Unconditional Positive Regard.
3. Counselling: Staff will speak with an individual student to help them overcome their fears, control their anxiety and/or relax. Staff can seek professional advice from other agencies e.g. LDCAMHs, after consultation with Social Services and with parents/ carers.
4. Outside agencies: The school can call upon the support and advice of LDCAMHs, Paediatricians, Social Workers, SENSS and therapists.
5. Reporting and recording: Some students have Risk Assessments and some have Positive Handling Plans, which are all shared with parents and carers. All incidents of verbal and physical abuse are reported. All pupil accidents are recorded and reported to parents and carers. All forms of Physical Intervention are recorded CPOMS.

Please read in conjunction with the school's Positive Handling Policy