

Pathways School

Behaviour Principles Written Statement

Policy Monitoring

Date of last review: November 2023

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Neil Jones, Headteacher

Date of next review: November 2024

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedure.

¹ The Governors of Pathways School are the trustees of Positive Behaviour Support for Learning (registered charity no.1186125)

1. Introduction

Pathways School Governors' Behaviour principles written statement

Independent schools must ensure that a written behaviour policy is drawn up that sets out the sanctions to be adopted in the event of pupil misbehaviour.

Pathways School is a specialist school for children with autism and our students may have challenging behaviours due to this. We choose not to use the term 'misbehaviour' to describe this as it does not help in understanding behaviour in the context of special educational needs and disability. Similarly, we choose not to use the term sanctions as our Positive Behaviour Support approach leads us to think about and analyse consequences as part of our behaviour support planning, rather than to consider the use of punitive sanctions.

2. Roles and responsibilities

Governors

The Board of Governors is responsible for monitoring the behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving the behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviours that challenge.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of students.
- Recording behaviour incidents.

The senior leadership team will support staff in responding to behaviour incidents.

Parents/Carers

- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with staff promptly.

Parents are supported by providing training workshops on how to manage challenging behaviours. Parents are provided with support/input on a regular basis to ensure consistency and generalisation of progress.

3. Links to other school policies and practices.

- Behaviour Policy.
- Anti-Bullying Policy.
- Safeguarding and Child Protection Policy.
- Restrictive Physical Intervention Policy.

4. Positive Behaviour Support (PBS)

Pathways School practice is underpinned by a commitment to PBS. PBS is an intervention framework for supporting people with behaviours that challenge. The framework enables support that focusses on:

- enhancing the quality of life for the individual and others involved in their life.
- developing an understanding of the behaviour based on an assessment of their social and physical environment.
- the full inclusion and involvement of the individual being supported, their family members and/or their advocate; and
- developing, implementing, and evaluating the effectiveness of a personalised system of support.

PBS involves provision of a tiered system of support to facilitate a focus on prevention as well as response. The level of provision a learner accesses is determined by the behaviour analysts.

Tier 1 Universal Support:

Our time and energy goes into identifying causes of behaviours that challenge. Most of the time, behaviours that challenge are a form of communication. Our aim is to listen and understand our pupils' needs. While doing so, we focus on ways they can communicate these needs functionally, without resorting to behaviours that challenge. In this way, our pupils can remain happy, relaxed and engaged.

Tier 1 support involves putting into place a range of proactive curriculum and capable environment supports that are known to assist learners in staying regulated (e.g., classroom environments, augmentative communication, structured teaching, visual supports, predictable routines, and meaningful tasks with appropriate level of challenge). This also involves being aware of things that can cause a young person to become dysregulated and could act as a trigger for behaviour that challenges. In addition, we need to ensure that the curriculum that learners access covers the core/basic skills needed to prevent behaviour that challenges.

If/when Tier 1 intervention provides insufficient support, more targeted (tier 2) or specialist (tier 3) intervention should be provided. In such instances, assessment and support strategies should be person-centred and grounded directly in information/ data that has been gathered about the person and their environment. This process, known as a 'functional assessment',

begins with a systematic review of when, where how and why a young person displays behaviour that challenges.

Tier 2 Targeted Support:

Tier 2 support is provided to reduce the frequency and intensity of behaviour that challenges by providing focused, intensive, group-orientated intervention in situations where the behaviour that challenges occur. This usually involves a process of systematic data collection to enable the effective intervention programmes to be developed and reviewed.

Tier 3 Specialist Support:

Tier 3 support is provided when the behaviour that challenges are unlikely to be addressed at the first two tiers. Tier 3 involves provision of highly individualised behaviour support plans and includes specific protocols for responding to behaviours that challenge. Tier 3 provision will often warrant large environmental adaptations such a 2:1 staffing support or the requirement of a quiet space when in crisis. It is important to note that the tiering system is not static, and the levels of provision needed will fluctuate. Half termly reviews of tiering support are undertaken by the behaviour analyst team in each setting.

Behaviour Support Plans

All students at Pathways School have an individualised behaviour support plan. Those who access Tier 1 provision will have a simple support plan, detailing small environmental adaptations and preferred interaction style. In contrast, the behaviour support plans for those who access Tier 3 usually include a breakdown of each behaviour that challenges alongside detailed and specific information about how to respond. Behaviour support plans are written following data collection, observation/ interviews, and functional assessment of behaviour that challenges. Behaviour analysts ensure that information is gathered from and with primary care givers and other professionals. Behaviour support plans must also complement other learning support plans (such a communication passports), to ensure a consistent approach. Behaviour support plans define the behaviour that challenges and highlight what the causes/triggers are believed to be. Proactive intervention strategies are laid out alongside the skills that should be taught to enable non harmful behaviour and behaviour that will support quality of life. The plans also include strategies for managing/reacting to the behaviour that challenges when it occurs. The list of strategies to prevent the behaviour from occurring should always outweigh the strategies for reacting to the it. All behaviour plans are reviewed “as and when” needed, but at least 6 monthly. The responsibility for the creation and review of behaviour support plans sits with the behaviour analysts. All behaviour support plans are immediately reviewed following a risk assessment of a previously unknown or documented challenging behaviour or following any incident that caused or had the potential to cause injury or distress.

5. Rewards

List of rewards and reinforcers

Positive behaviour will be rewarded with:

- Special responsibilities/privileges.
- Verbal praise and recognizing achievements in all aspects of the young person’s life.

- Stickers, reinforcers (as determined by each pupil's preference assessment) certificates, prizes etc...everyday recognition and rewards for participation and appropriate behaviour.
- Reward Trips.
- Pupil of the week – awarded each Friday agreed by all staff. This is given to the pupil that has made the good progress, dealt with an issue well, exhibited exemplar behaviour, completed an exceptional piece of work. This process must be regularly monitored/scrutinised by the team to ensure it is not given to the same students too frequently.
- In the home, reward, and recognition charts – young people have individual reward systems where they can build their tokens/stickers towards a larger reward or activity – such as a visit to a preferred venue.
- Letters to Parents – all staff communicate at least weekly with parents, sending photographs and evidence of achievements during the week.

At Pathways School we always prioritise reward and intervention over sanction as we feel this approach will more likely result in a change in behaviour.

6. Restrictive Physical Intervention

The term 'positive handling' is often used to describe physical intervention/restraint. We have chosen not to use this term in writing our policies. We use the term 'Restrictive Physical Intervention' because, based on personal testimony, people who have been restrained rarely experience such interventions as 'positive handling.' In calling it 'physical intervention' we aim to avoid the potential for language softening perceptions and, instead, seek to keep staff focussed on the key issues that need to be held in mind.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort.**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents/ carers and stake holders related to the young person.

All staff at Pathways School have received positive handling training as part of their induction to the school.

7. Confiscation

Any of the following items found in students' possession will be confiscated. **These items will not be returned to students.**

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8. Reporting of incidents

Where there has been an incident of behaviour that challenges, the staff member concerned must complete an incident report. Where there are several staff present, those immediately involved should take responsibility for completing the form.

Points to remember when completing the form:

- Staff must stick to the facts.
- Detail events in order.
- Avoid expressing an opinion.
- Write in a clear concise manner.
- Remember to sign and date the sheet.

On completion of incident reports, they should be returned to the Headteacher. Incident reports are collated on individual spreadsheets to enable information regarding patterns or trends of behaviour to be readily available. This will also inform the development and update of the PBS plans.

At no time should incident reports be photocopied by staff (they are often photocopied to be sent to the parent/social worker). Reports should also be looked after and at no time should they be left unattended, as these are classed as confidential.

In some circumstances an incident may result in the need to report under safeguarding and require regulatory notification.

9. Training

All staff at Pathways receive Positive Behaviour Support and positive handling training as part of their induction to the school. All aspects of which will also form part of continuing professional development and supervision.

10. Useful Links

Link to A guide to the law for school governors:

<http://www.education.gov.uk/schools/leadership/governance/b0065507/qttl>

Link to the Department's advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Link to Use of Reasonable Force – advice for head teachers, staff, and governing bodies:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Link to Screening, Searching and Confiscation – advice for head teachers, staff, and governing

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091133/Searching_screening_and_confiscation_advice_2014_updated_2018_.pdf

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff:

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-inschools/allegations-of-abuse-against-staff>