



South Gloucestershire and Stroud Academy Trust (SGSAT)

Behaviour Policy (Pegasus School)

If you would like this document in an alternate format
Please contact the SGS-GS Human Resources Department

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Approved by:	Stephen Miles (DCEO)
Date:	11/02/21

9. MANDATORY INITIAL IMPACT SCREENING



Completed by:

Name S Miles

Title DCEO

11/02/2021

I have read the guidance document: Completing a Policy Impact Assessment?



If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:



EQUALITY AND DIVERSITY IMPACT ASSESSMENT

Characteristic	This policy seeks to:	
Age	Promote learning experiences that meet the needs of particular cohorts and also promote up-skilling and training for employees	
Disability	Treat with equal dignity, all learners and staff; and monitor participation, performance and progress of learners and staff with disabilities and act to address inequalities.	
Faith or Belief	Supports staff and learners to recognise and address religious or racial discrimination and incitement to religious hatred	
Gender	Promote the inclusion of learners into non-traditional areas of study and work towards minimising gender stereotyping	
Race or Ethnicity	Provide opportunities for the advancement of persons of minority race or ethnicity	
Orientation	Eliminate discrimination on the grounds of sexual orientation and promote equality of opportunity through a supportive, inclusive environment	
Gender reassignment	Respect the rights of individuals and address the inequality of right for persons under the age of 18.	
Economic disadvantage	Use available resources to identify and address any issues of inequality as a result of social and economic factors. Supporting learners and staff, both academically and pastorally in order for all to be successful	
Rural isolation	No appreciable impact	
Marriage	No appreciable impact	
Pregnancy & maternity	No appreciable impact	
Carers & care leavers	Use available resources to identify and address any issues of inequality as a result of being in care or a care leaver. Supporting learners both academically and pastorally in order to be successful.	
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.	
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Trust's stakeholder groups:	N/A	
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Trust's stakeholder groups:	All	
Is there any possibility that this policy could operate in a discriminatory way?	☐	✖
	If you have ticked yes (red), which characteristic will be most affected? Choose an item.	
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:		Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS

Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 3 Best interests of the child Choose an item. Choose an item.
Which Human Right (HRA) does this policy most protect:	Art. 5 Right to liberty and security Choose an item.

DATA PROTECTION & PRIVACY BY DESIGN SCREENING

Tick to confirm that you have considered any data protection issues as part of the design and



implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official Trust systems:	
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	<input type="checkbox"/>

Introduction

The SGS Academy Trust, Local School Board and staff at SGS Pegasus School seek to create a school environment which encourages and reinforces positive behaviour and mutual respect for all. It acknowledges that if pupils and staff feel safe and secure this will have a positive impact on teaching and learning.

The Local School Board and staff also recognise that difficulties in supporting behaviour or understanding social interaction or norms may form an intrinsic aspect of pupils with special needs. Through positive management support, the curriculum, individual educational and behaviour programmes, all pupils, whatever their disability, are supported to access all aspects of the school community.

This policy sets out how SGS Pegasus will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work and regulate the conduct of pupils.

In applying this policy, SGS Pegasus will consider its duties under the Equality Act 2010. The school will also have regard to its safeguarding policy where appropriate.

Exclusion at SGS Pegasus is always an absolute last resort: but in that event, the DfE guidance, 'Exclusions from maintained schools, academies and pupil referral units' (2017) will be followed. SGSAT's exclusions policy sets out the sanctions available to the school following a breach of the behaviour policy.

Autism and Behaviour

People with autism often experience high levels of anxiety, which if not managed appropriately can result in behaviour that can be challenging. People with autism also experience difficulty communicating their needs effectively which may lead to high levels of frustration.

People with autism can behave in ways that hinder their access to opportunities, restrict their social inclusion and adversely affect their quality of life. Working with families to enable the children and young people we support to learn to behave appropriately in different situations is central to achieving our aim of their acceptance and inclusion.

Our Ethos

SGS Pegasus provides a caring and supportive learning environment that encourages positive behaviour where all members of the school community feel valued, safe and respected. Promoting and teaching positive behaviour is central to ensuring academic achievement, independence and community participation.

All behaviours are functional and communicative acts, which are meaningful because they achieve important results for an individual (for example, gaining attention or as a coping strategy). As behaviours serve a communicative function, it is therefore more effective and valid to teach an alternative, appropriate response than to try and stop a behaviour by using aversive techniques. Positive procedures are constructive, in that they teach an appropriate alternative to achieve the same goal, and ultimately build self-esteem.

We aim to understand the underlying factors causing the behaviour in order to respond positively, consistently and effectively. We provide structures and strategies to empower the individual to manage their own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem.

The term *behaviour support* is used in this document, as opposed to *behaviour management*, as it implies the need to consider *all* aspects of each pupil's behaviour, rather than just those identified as 'problem or

difficult'. Passive, non-assertive behaviours restrict a pupil's independence and learning as much as those which are perceived as being 'problem' behaviours. Behaviour that challenges serves a necessary purpose for an individual, as it is largely learned through a history of interactions between the person and the environment.

Our Culture

We believe that every child deserves patience, persistence and the implementation of a proactive approach to meeting their sensory needs and reducing anxiety. The four key values of the school are central to our ethos and ensure a low arousal, non-confrontational approach with empathy for the pupil. We aim to understand that most behaviour is a coping strategy, and our approach aims to develop functional emotional regulation skills for students to be able to cope with everyday stress in order to attend, engage and learn.

At SGS Pegasus we have four values and 4 aims. These underpin our culture in all we do every day.

Our aims:

We believe every learning opportunity should enable children to develop as

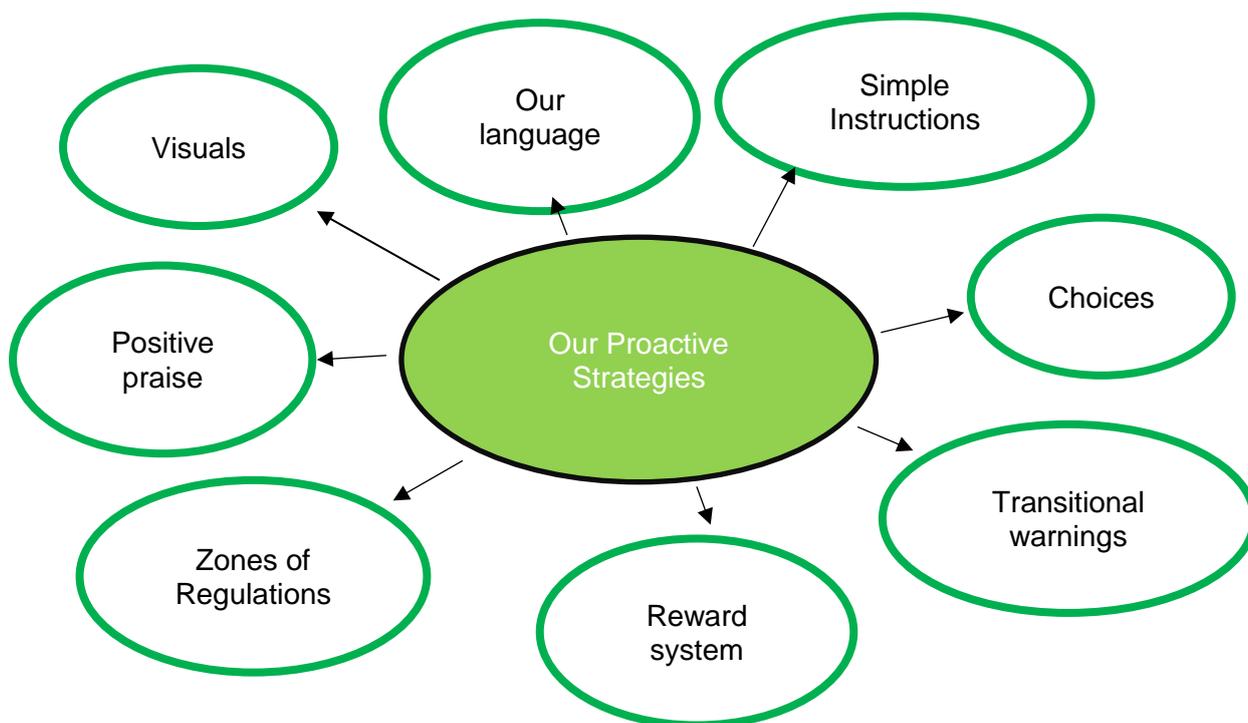
- ❖ Healthy, independent individuals
- ❖ Ethically informed citizens
- ❖ Ambitious, innovative learners
- ❖ Resilient self-regulators

Our values:

1. SAFE and sensible at all times;
2. RESPECTFUL of our staff, each other and ourselves;
3. RESPONSIBLE for learning, attitude and actions;
4. KIND to others, ourselves and our school.

Proactive Behaviour Strategies

At SGS Pegasus we use a group of proactive strategies to positively support each pupil.



In addition, we aim to ensure that all staff adhere to the following processes:

1. Establishing clear classroom routines - visually supported processes that build in some flexibility (class timetable, rotas, warnings before changes, choices).
2. Establishing a calm, relaxing, well defined environment that is well structured (labels, clearly defined areas, uncluttered, containers).
3. Being consistent - mean what you say and say what you mean.
4. Using appropriate levels of communication, verbal and visual. Do not use too much complex language unless that is an agreed strategy. Avoid sarcasm, idioms, metaphors.
5. Allowing time for processing and thinking. Ask pupils to explain their thinking - do not jump to conclusions: sometimes behaviour has a logical explanation.
6. Using distraction where possible.
7. Using praise if that is appreciated - it is not the case for everyone.
8. Changing the staff member dealing with the issue if you are not getting anywhere.
9. Modelling the required behaviour - think out loud what is appropriate and needed.
10. Developing and use pupil self- regulation scales - 5-point scale/zones of regulation.
11. Using rewards that have meaning for the pupil - but be aware not all pupils respond to rewards.
12. Using sensory breaks - movement, access to certain objects, space, smells, pictures etc.
13. Ignoring behaviours when appropriate - if that behaviour is primarily designed to gain your attention. Try instead to catch the student using good behaviour and praise that behaviour.
14. Using consistent language based on the Thrive model, including WIN (*I wonder, I imagine, I notice*)

Our Behaviour Support Principles

- We understand that challenging behaviour has a communicative intent. We recognise that the ultimate function of all behaviour is to get needs met. People with autism may have different needs and more limited means of achieving those needs.
- We have a duty to protect and keep safe the individual concerned and the other people around them, including staff.
- We are committed to eliminating all forms of discrimination, harassment and bullying as well as promoting equality of opportunity and the wellbeing of all pupils and staff in the school.
- We accept that the student has a right to make choices and to express themselves appropriately.
- We aim to teach and promote the skills necessary to meet the needs of all individuals to enable them to change the behaviours that tend to stigmatise and isolate them.
- We promote a non-invasive approach to behaviour support. Young people learn effectively if they are motivated and positively reinforced. We therefore aim to establish environments where praise and encouragement are the norm. We will assist students' learning by using their interests and preferences as motivators wherever practicable. In addition to tangible rewards which will be very individual, positive reinforcement such as praise and encouragement will be used to reward appropriate behaviour, as well as formally through dojo points and weekly assemblies. Depending on the preferences of the individual we may also use more public rewards, such as celebrations of success.
- Negative reinforcements and punishments are not successful with most people with autism as we can never be sure that they make the right connection between their behaviour and the negative reinforcement. However, young people do learn from experiencing the outcomes of their behaviour, the natural consequences, which can often be negative.
- We support students' participation in the school and the wider community through SMSC themed days, assemblies, outdoor activities etc. Participation improves belonging which improves behaviour.
- We aim to ensure that the use of restraint is kept to a minimum and continually reducing.
- We aim to use restorative conversations to talk about incidents and move forward.

How do we meet the sensory needs of the child?

The classroom environment should be designed to support positive behaviour and give clear messages to the pupils about the extent to which they and their efforts are valued. Classrooms should be organised to

support pupil access to learning, on-task behaviour, alternative appropriate social and interactional skills and independence. Materials and resources should be arranged to aid communication, understanding, and accessibility and reduce anxiety, uncertainty, frustration and disruption. Transition from an activity or area of the school may cause particular anxiety for some pupils. Additional tactile, visual or auditory aids may support them and decrease inappropriate behaviour. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Please see our Low Sensory Learning Environment guide for more detailed guidance.

Proactive Behaviour Plans

A behaviour plan is useful for agreeing how behaviour is to be supported for a pupil so that there is consistency throughout the school. It encourages staff to consider proactive, active and reactive strategies and any physical interventions that may be required (as a last resort). These plans will be made available for all staff on the shared drive. Each plan will be personalised for each pupil and will include strategies to recognise triggers and de-escalate behaviour that challenges, alongside strategies that support the pupil's sensory, language and communication needs.

Recording behaviour incidents

All incidents of behaviour that challenge must be recorded using Arbor. Records must also be maintained if harm occurs to the pupil or others on an accident form and written in the accident book. Where incidents are very frequent low behaviour, records will be kept within the classroom by the teacher completed on a daily basis. If physical support/intervention including restrictive interventions of the behaviour is required, parents/carers will be asked to agree in writing to the use of the most appropriate approach. Every incident of physical intervention must be recorded as part of the serious incident report on Arbor. Parents/carers will be informed each time an unplanned physical intervention has been used to support their child. Physical management of behaviours will only be used as a **last resort** and as part of the pupil's overall behaviour plan and implemented by staff trained in Team Teach.

Senior staff will monitor the incidents recorded on Arbor to support staff and students. High-level incidents will most likely include a debrief with staff and students, where appropriate, in order to allow them to have a voice and help with moving forward to support self-regulation. SLT may also undertake observations around school to support staff in managing pupil's behaviour and attend class meetings to offer support and advice. Other professionals (for example, Educational Psychologists, advisory teachers for autism, occupational therapists and speech and language therapists) may also be involved to fully explore the behaviour exhibited by the pupil. See our Sensory Movement Guide for how the pastoral team ensure sensory needs are being met.

- Level 3 - 5 incidents must be recorded on Arbor on the day that they occur.
- Data will be reviewed every week by the Behaviour Support lead to monitor any patterns or any incidents where proactive strategies have not been implemented.
- SGS Pegasus will regularly report on higher level incidents to our Local School Board and Trustees.

Team Teach

At SGS Pegasus we support all behaviour using positive strategies and emotional regulation. However, there may be occasions when it is necessary to use a physical intervention with a pupil. Staff have a duty of care to keep everyone safe. Physical intervention will **ONLY** be used to support behaviour where there is a clear danger to the pupil or other members of the school. Any incident involving the use of physical

intervention must be recorded on Arbor.

All staff will receive full training to implement the procedures in this policy. All staff will be clear on their duty of care and act appropriately – the training log for staff highlights that training has been delivered and SLT have checked that the staff group report that they are clear on their roles and responsibilities.