

## Philosophy and Purpose of our Behaviour Management Policy

The purpose of our behaviour policy is to support the aims and values of our school and ensure that the conduct of all members of the school community is consistent with the values of our school.

- Provide a positive, explicit, structured whole-curriculum framework for developing pupil's personal, social and emotional development delivered throughout the day in addition to discrete teaching in PSHE lessons, thus promoting the progress and achievement of all learners;
- Create a safe environment for pupils and staff through the clarification of expectation, roles, rights and responsibility;
- Provide pupils with the communication skills to express themselves;
- Behaviour management is extremely personalised at Red Marsh School. Staff focus on developing relationships with pupils and personalised regulation plans detail proactive strategies including de-escalation to ensure pupils are supported to co and self-regulate in order to manage their own behaviour.

## Aims of Behaviour Management

- To overcome potential barriers to learning through the promotion of communication and emotional regulation skills.
- To ensure the safety and well-being of pupils, their peers, the general public and members of staff.
- To protect the entitlement of pupils and staff to dignity and self respect.
- To assist pupils in developing and demonstrating appropriate and relevant social skills.
- To support parents in developing a consistent approach to coping with their child's behavioural difficulties.
- To protect pupils from self-inflicted injury and abuse of the environment
- To see all behaviour as a form of communication and look to find a root cause.
- To protect children from child-on-child violence and ensure allegations are managed effectively.

## Rights and Responsibility

As part of the mission statement at Red Marsh School we have a shared purpose:

'Red Marsh School provides high quality teaching in an environment where learners are cared for, valued and respected' and thus acknowledge the following **values**:

- Ambitious
- Resilient
- Creative
- Bespoke

The **rights** implicit in such values would include:

- The right to be safe
- The right to be heard
- The right to be able to learn and teach without unnecessary interruption
- The right to fair treatment
- The right to be treated with respect

People have responsibility for protecting those rights – pupils and staff

The **governing body** is responsible for setting general principles that inform the behaviour policy. The **governing body** must consult **the Headteacher, school staff, parents and pupils** when developing these principles. The **governing body** should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The **Headteacher** is responsible for developing the behaviour policy in the context of this framework. She must decide the standard of behaviour expected of **pupils** at the school and how that standard will be achieved, including school rules. The behaviour policy must include measures to prevent all forms of bullying among **pupils**. **Headteachers** must publicise the school behaviour policy, in writing, to **staff, parents and pupils** at least once a year.

**Responsibilities** of pupils include:

- Learning to co and self- regulate and manage their own emotions and behaviour
- Letting other pupils get on with their work
- Sorting out disagreements without fighting

**Responsibilities** of staff include:

- Modelling appropriate behaviour;
- To act in accordance with the agreed behaviour support plan, following the appropriate de-escalation strategies;
- Responding to the diverse learning needs of pupils;
- Treating all pupils with respect and fairness;
- Consulting and liaising with parents, colleagues and other agencies;
- Recording behaviour incidents on CPOMS.

**Responsibilities** of parents/carers include:

- Where necessary, attend shared planning meetings to co-produce an agreed regulation plan and sign the plan.
- Support the school in following a consistent approach to managing pupil behaviour.

**Encouraging good behaviour in school**

A pupil is less likely to exhibit difficult behaviours if his / her self-esteem is high and if achievements (behavioural, academic or other) are recognised and celebrated.

All staff must show pupils they are liked, respected and welcomed. They should demonstrate by their own example appropriate ways of expressing their emotions. A calm consistent approach and a sense of humour are important qualities that help to reduce tension and promote a sense of confidence and security in pupils.

All classes within school have a large number of staff. It is important that these teams work well to ensure that a consistent approach is taken to managing behaviour. It is important that the class team provide safety, consistency and reliability to all children in class.

Pupils need their efforts and successes acknowledged and valued. This will take a personalised approach, but may include:

- Verbal feedback/ praise.
- Stickers
- Reward time, supported by a 'Now and Next' or 'I am Working for' approach.
- Gestures and actions such as a thumbs up, high five or fist bump.
- Celebration assemblies such as 'Star of the Week'

### **School organises itself in such a way that it positively encourages desired behaviours through:**

- Defining behaviours and making expectations clear
- Using effective and stimulating teaching methods
- Staff modelling appropriate behaviour
- Actively teaching strategies for resolving difficulties including self and co-regulation strategies such as the use of sensory lifestyle.
- Providing appropriate opportunities for pupils having control over their learning environment
- Ensuring good behaviour and efforts are acknowledged systematically
- Minimising attention given to bad behaviour
- Creating a safe and predictable environment
- Communicating to pupils that they are valued, whatever their background or abilities
- Teaching social skills required to participate fully in the school
- Teaching pupils about the appropriate use of technology, online platforms and key safety messages
- Ensuring classes have a highly skilled staff to pupil ratio relevant to pupil needs

### **Pupils gain a sense of themselves by the way people around them respond to them:**

Pupils need to be taught in an environment that is supportive to their emotional health and well being, equipping them with the skills to:

- Be increasingly confident, competent and active participants in social activities;
- Be effective and successful learners;
- Make and sustain friendships;
- Deal with and resolve conflict effectively and fairly;
- Solve problems with others or by themselves;
- Manage strong feelings such as frustration, anger or anxiety;
- Be able to promote calm and optimistic states that promote the achievement of goals;
- Recover from setbacks and persist in the face of difficulties;
- Work and play cooperatively;
- Compete fairly and win and lose with dignity and respect for competitors;
- Recognise and stand up for their rights and the rights of others;
- Understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.
- Provide pupils with a socially acceptable means of communication.

## This will be achieved by:

- Ensuring learning opportunities are participative, experiential and empowering;
- Using a step-by-step approach with opportunities for revisiting and building upon skills in a developmentally appropriate way;
- Helping learners generalise knowledge and skills to real life contexts beyond the classroom;
- Using a positive approach;
- Using active methods;
- Using cooperative group work
- Implementing personalised timetables as appropriate.

## Responding to problems

Most behaviour should be responded to, when it occurs, by the staff present at the time and will need no special intervention other than interventions identified on individual regulation plans.

- Staff should remain calm and follow the agreed plan.
- Ensure pupils are supported by appropriate communication strategies. This may include photos/ symbols/ Now and Next/ communication books.
- Ensure pupils have opportunities to self / co-regulate through sensory lifestyle. This may include vestibular, proprioceptive, oral-motor, tactile, visual or auditory interventions.
- Stay with the pupil and explain what you are doing and why. For example, we are going for a walk to help you calm down and be ready to learn.
- Ask for help from another appropriate adult if required and consider use of 'Change of Face'.
- Explain the procedure to visitors so that they do not misinterpret a situation.

NB: Some behaviour that may appear 'naughty' are typical of specific developmental stages. These stages may last longer with pupils with severe learning difficulties.

Non-aversive techniques are often useful for recurring behaviours. Some examples are:

- To distract, divert or redirect the pupil
- To discover the cause of the behaviour and remove it
- To teach an alternative behaviour which achieves the same function as the problem behaviour
- To reinforce acceptable behaviours that are incompatible with the problem behaviour

**Response to serious problems**

Many staff are trained in Team Teach where the emphasis is on de-escalation techniques. Positive handling is used with diversion, diffusion and de-escalation to prevent violence and reduce the risk of injury

As a School which caters for children with a wide range of learning needs there will be, from time-to-time, occasions when aggression or violence occur. It is vital that when addressing any such problem that we consider our position within the boundaries of the law.

Where this is known to be necessary, any positive handling is detailed in a pupil's individual regulation plan. Positive handling is used as a last resort.

If positive handling is used, a full report of the incident is recorded and stored on CPOMS.

See care and control policy for further details.

**Harmful Sexual Behaviour and Child on Child Abuse**

Red Marsh will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how small it may be. The school safety message, "Speak Out, Stay Safe, Show or Tell a Trusted Adult," is reinforced frequently. The RSE curriculum teaches children about appropriate touch and consent.

Should an incident be reported, staff will follow our safeguarding procedures.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

If a child is in immediate danger, school will contact the police immediately on 999.

**Searching, Screening and Confiscation**

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. For further information, refer to [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

At Red Marsh School no item will be disposed of and items will be given to a member of SLT. These will be returned at the end of the day unless they are dangerous, where they will be handed to a parent or carer.

Weapons and knives and extreme or child pornography must be handed to the Police.

This behaviour policy should be read alongside the following related policy documents:

- Health & Safety
- Safeguarding
- Attendance
- Teaching & Learning
- Home – School Agreement
- Single Equality Policy
- Care and Control Policy
- Incidents and Reporting Policy
- Anti-Bullying
- PSHE / RSE Policy
- Emotional Health and Wellbeing Policy

### **Suspensions and Exclusions**

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as school uses many strategies to support their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

The following documents have been used when forming this policy.

Behaviour in Schools (2024)

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Searching, Screening and Confiscation (updated July 2022)

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

School Suspensions and Permanent Exclusions (updated 2024)

[https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions\\_and\\_permanent\\_exclusions\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)

Use of Reasonable Force in Schools (2026)

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

<b>Behaviour Policy</b>	
Reviewed	Spring 2026
To be reviewed	Spring 2027