



**High Park School**  
*Learning for Life*

## **Pupil Behaviour Policy**

Approved by Governing Body	Chair of Governor signature: Date:	Principal signature: Date:
Policy Review Date (annually)	<b>September 2022</b>	

# **High Park School**

## Pupil Behaviour Policy

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## **Statement of intent**

At High Park School, we expect all pupils to demonstrate good levels of behaviour at all times. Good levels of behaviour are paramount to effective teaching and learning, and for ensuring that all pupils can achieve their best.

We recognise that there are instances in which pupils may display behaviour which may challenge as a result of a number of factors, e.g., underlying problems: health, home or relationships, raised anxieties, a sense of the unknown. High Park School adopts an effective approach towards preventing and managing these instances of behaviour which may challenge to minimise disruption for other pupils and promote the safety of the whole school community. Preventing behaviour which may challenge is the responsibility of both the staff and the pupils.

This policy has been created with the aim of clarifying the school's approach towards understanding, preventing, and managing challenging behaviour, reducing the number of behavioural incidents that result in escalation, and ensuring that all staff members are equipped to handle these situations. Most importantly, we aim to ensure that all pupils are able to learn in a positive environment in which expectations of behaviour are clear.

## 1. Legal framework

1.1. This policy has due regard to DfE guidance and legislation guidance including:

- DfE (2021) 'Keeping Children Safe in Education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads'
- DfE (2013) 'Use of reasonable force'
- DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England'
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities'

### Guidance

- HM Government (2019) Reducing the Need for Restraint and Restrictive Intervention Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings Published: 27 June 2019
- OFSTED (2018) Mental health and wellbeing provision in schools Review of published policies and information Research report October 2018 Positive environments where children can flourish - A guide for inspectors about physical intervention and restrictions of liberty
- *The SCERTS Model* Prizant, Wetherby, Rubin and Rydell (2006)
- *The SPELL Framework* <https://www.autism.org.uk/advice-and-guidance/topics/strategies-and-interventions/strategies-and-interventions/spell>
- NICE Guidelines, Behaviour which may challenge and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges (May 2015)

1.2. This policy will be implemented in line with the following school policies and procedures:

- Expectations of Staff Policy
- Care & Control Policy
- Online Safety Policy
- Child Protection & Safeguarding Policy
- Anti-Bullying Policy
- Safe Touch Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy

## 2 Introduction

This Policy incorporates the general principles for overall behaviour and discipline and should be read with reference to the Care & Control Policy.

At High Park School we provide a calm, safe, secure, positive learning environment for our pupils with communication and interaction difficulties and autism where everyone is valued and respected equally. We provide an inclusive education where pupils develop independent learning skills whatever their need, age, gender, background, beliefs, or abilities. Through excellent teaching and learning, high expectations, teamwork, links with families and the wider community, all our pupils will achieve their full potential. Pupils with autism often experience high levels of anxiety, which if not managed appropriately can result in behaviour that can be challenging. They also experience difficulty communicating their needs and feelings effectively which may lead to high levels of frustration. We provide a positive and proactive approach to support pupils' behaviour by finding the least intrusive way possible to build effective emotional regulation, self-confidence and self-esteem, empowers and promotes independence. The staff approach must be pupil-centred, building trusted relationships and understanding of the pupil's need, triggers and deescalate the situation and/or distracting, while keeping pupils safe.

## 3 Behaviour Ethos

Promoting and teaching positive behaviour is central to ensuring pupils make progress in all areas of their learning. We achieve this by being;

- Consistent and positive
- Nurturing and flexible
- Empathic and responsive
- Act in the best interests of the pupil

We teach good behaviour through the development of positive relationships and learning a sense of self and others. At times our pupils may exhibit behaviour that is challenging and which impacts on their ability to participate fully in the school environment and therefore has a detrimental effect on their development.

The values of the SPELL framework (National Autistic Society) are central to our ethos and ensure a low arousal, non-confrontational approach with empathy for and understanding of our pupils.

- **Therapeutic & Positive Behaviour Support Team**

**Positive Behaviour Support** - In school we recognise that behaviour may be an indication that a pupil may feel unwell, tired, hungry, thirsty or uncomfortable. Behaviour may be a way of coping with pain or communicating discomfort or may be due to adolescent hormonal changes.

Many of our pupils have difficulty processing everyday sensory information. Some may find it difficult to block out background noise and what they experience as excessive visual information. Some might not be able to manage some tastes or food textures, or find that someone touching them – even lightly – is painful. Others may be drawn to sensory stimuli that they find particularly pleasing.

Knowing what causes a particular behaviour can help to then identify the appropriate strategies to support our pupils.

We use a positive behaviour support approach with the aim of improving the quality of our pupil's lives.

We aim to teach pupils and the people who support them the key strategies to provide the appropriate support for them to improve their physical and emotional wellbeing. It is not simply about getting rid of 'problematic' behaviour but looking for life long, transferable strategies that can be adapted to be used in all the environments our pupil's access.

**Therapeutic Approaches** - each pupil has access to specialist therapeutic support threaded throughout their day as part of their personalised curriculum.

The Therapeutic Team work together with the Teaching and Learning staff team to provide holistic and fully integrated support to meet each pupils complex and diverse needs.

The purpose of the team is to:

- Support pupils in readiness for learning
- Support and enhance the practice and knowledge of Teaching and Learning staff from each of the specialisms
- Support and link in with parents/carers, respite and other services our pupils may access
- Ensure a unified approach where each pupil is viewed as a whole

#### **4 Behaviour Management (Discipline)**

High Park School recognises that good behaviour must be acknowledged and celebrated as a matter of course and that this in itself is a primary tool in managing behaviour. As a school we believe in restorative principles of behaviour management, we acknowledge that for those with serious communication impairment including autism, behaviour may be their most effective means of communication. Withdrawn and passive behaviour which affects a pupil's ability to participate should also be seen as challenging. The school follows the SCERTS model which aims to develop functional Emotional Regulation skills to maintain the optimum level of emotional arousal (homeostasis) to cope with everyday stress in order to attend, engage and learn. There is a strong emphasis on developing positive relationships and providing effective interpersonal learning support and staff ensure that these elements are incorporated into every aspect of their daily teaching.

We understand that at times our pupils may struggle to maintain their emotional regulation and may exhibit extreme distress through their behaviour. We use careful observation and involve a range of professionals and parents to understand causes of behaviour and devise supportive strategies to address any difficulties being experienced. Every pupil has their own "My personal Profile" which includes their positive handling plan, this helps to identify pupils' needs, as well as proactive, preventative, and reactive strategies to promote positive behaviour. These plans are implemented through direct support, monitoring, collecting data and evidence-based evaluation.

## **5 Use of Physical Intervention and Restraint – see Care & Control Policy**

There are occasions when physical contact or restraint whilst supporting our pupils may be required.

The High Park School Care and Control and Touch Policies give guidance to staff about these instances. It should be rare that restraint is required, but may be necessary to:

- prevent a pupil causing harm to him/herself.
- to prevent a pupil causing harm to another person.
- prevent a pupil causing serious damage to property.
- restore safety.

Physical restraint is used only as a last resort in extreme circumstances and when no other option is possible. No more than the minimum necessary force must be used, taking into account all the circumstances, and the restraint should continue for the minimum amount of time necessary.

In cases where it is likely that it will be necessary to use physical restraint (planned intervention) parents / carers will be involved and told how the restraint is to be exercised. There will always be cases where it is not possible to anticipate beforehand that physical restraint may be needed. In these cases the above guidance will still apply, and parents / carers will be informed of the intervention.

## **6 Recording and Reporting – see Care & Control Policy**

- If it is foreseeable that physical intervention, control or restraint may be necessary, this will be written into the individual pupil's "My Personal Profile". After any incident which involves physical intervention having to be used on a pupil, online paperwork is completed, and this is then transferred onto the "My Personal Profile".
- Where unforeseen physical control or restraint has been used, a record of the incident will be reported in the school's online incident recording system and the "Behaviour Recording – Physical Intervention" form, it will then be added to the pupil's "My Personal Profile".
- All behaviour incidents will be recorded using the appropriate online documents including the online "Serious Incident book" when necessary. Appropriate documentation will be completed as soon as possible following an incident.
- The Behaviour Strategy Co-Ordinator and the Assistant Head teacher monitor behaviour data and work with classroom staff to review and develop positive behaviour strategies which are appropriate and effective.

## **7 Bullying**

Bullying can be the verbal or physical hurting, threatening, or frightening of another person. If acts of bullying are seen or reported, staff should immediately deal with the occurrence -including giving support to the victim. Incidents may need to be reported to the Head teacher, recorded in the incident book and/or discussed at a staff meeting. Where appropriate, class teachers will incorporate aspects of bullying in to the PSHE curriculum.

Bullying can also come in the form of Online bullying, via social media or other online platforms. Our approach is covered in the Schools Online Safety Policy

## **8 Peer on peer abuse (child on child)**

All staff should recognise that children can abuse their peers. All staff should be clear about High Park School's policy and procedures with regard to peer on peer abuse. Information can be found in High Park School child protection and safeguarding

## **9 Child on Child Sexual Violence and Sexual Harassment**

This policy takes into account the Sexual Violence and Sexual Harassment between Children and is linked with the school's child protection and safeguarding policy. The child protection and safeguarding policy has further detail which states what sexual violence and sexual harassment abuse is, important context to be aware of, related legal responsibilities for High Park and advice on a whole school approach to preventing child on child sexual violence and sexual harassment.

## **10 Serious Violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. For further information please read High Park School's Child Protection and Safeguarding Policy.

## **11 Racist Behaviour in School**

Racist behaviour is unacceptable at High Park School. Should racist behaviour occur the following course of action will be followed.

Staff will:

- Take immediate appropriate steps to stop the racist behaviour
- Counsel the offender and support the victim
- Report all incidents to the Head teacher

The Principal will:

- Keep written reports of all incidents
- Decide what punishment or sanctions to apply
- Report all incidents to the appropriate LA officer
- Inform all teachers of any incidents

If extreme political organisations are suspected of involvement, inform the police (Prevent Strategy)

# Positive Behaviour Support Profile (Developed from Team-Teach Training)

**Name:** \_\_\_\_\_ **D.O.B:** \_\_\_\_\_ **Year: Completed by:** \_\_\_\_\_ **Review date:** \_\_\_\_\_  
**Includes PHP:** \_\_\_\_\_ **Parent Signature:** \_\_\_\_\_

<b>Triggers and Dysregulators</b>	<b>Level 1</b> Anxiety Behaviours	<b>Level 2</b> Defensive Behaviours	<b>Level 3</b> Crisis Behaviours	<b>Level 4</b> Recovery Behaviours	<b>Level 5</b> Follow up Behaviours
<b>Strategies to De-escalate</b>	<b>Strategies to De-escalate</b>	<b>Strategies to De-escalate</b>	<b>Strategies to Support</b>	<b>Strategies to Support</b>	<b>Strategies to Support</b>

**Positive Handling Plan – PHP** (Preferred method of Team-Teach techniques only if needed)



**My Personal Profile**

My name is \_\_\_\_\_ I am in \_\_\_\_\_

**What you need to know about me (health, diet, etc...)**

Empty rounded rectangular box for notes.

**What is important to me**

Empty rounded rectangular box for notes.

**How to support me**

Large empty rounded rectangular box for notes.

## Peer on Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ Children and young people (CYP) and those who are from different communities.

Situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a "way out" from their day to day life and feel a strong bond with their peers, one which they may be lacking at home.

### **Definition**

There is no clear definition of what peer on peer abuse entails. However it can be captured in a range of different definitions:

- **Domestic Abuse:** relates to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships;
- **Child Sexual Exploitation:** captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person;
- **Harmful Sexual Behaviour:** refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours);
- **Serious Youth Crime / Violence:** reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18.

Peer on peer abuse can refer to any of the above individually or as a combination, therefore professionals working with CYP who are experiencing abuse from their peers must respond to the needs of each of the definitions to uncover the level of complexity and respond in the most effective manner. It is possible that a young person may be sexually exploited in a gang related situation by their boyfriend or girlfriend.

## Key Areas Where Peer on Peer Abuse Occurs

### Bullying (including Cyberbullying)

Bullying is defined as “behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally”. Bullying often starts with trivial events and it is behaviour that hurts someone else - such as name calling, hitting, pushing, spreading hurtful and untruthful rumours, threatening or undermining someone; mocking; making offensive comments; taking belongings; inappropriate touching; producing offensive graffiti; or always leaving someone out of groups. It can happen anywhere - at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

A child that is being bullied can feel like there's no escape because it can happen wherever they are, at any time of day or night. There are many different forms of bullying:

- **'Cyberbullying'**: involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos;
- **Racist and Religious Bullying**: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- **Sexual, Sexist and Transphobic Bullying**: includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or girls;
- **Homophobic Bullying**: targets someone because of their sexual orientation (or perceived sexual orientation);
- **Disablist Bullying**: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victim's disability.

It is important to remember that bullying can also be a combination of the above.

There has been much media attention surrounding children and young people who have committed suicide due to being bullied. Professionals must understand the damaging and at times fatal effects bullying can and does have on children and young people and be able to respond to it effectively.

## **Child Sexual Exploitation (CSE)**

Many of the warning signs and indicators of CSE tend to refer to adult perpetrators, e.g. associations with older boyfriends / girlfriends, relationships or associations with risky adults and /or entering or leaving vehicles driven by unknown adults. As per the revised definition of CSE it “occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity”. The key element of CSE is the imbalance of power and control within the exploitative relationship. Many CYP are not aware of the exploitation as they have a genuine belief that they are loved by their boyfriend / girlfriend or are acting in accordance with their peers. CYP are often recruited into exploitation by those who they trust, those of a similar age and with similar hobbies, often the nature of peer on peer exploitation encompasses a sense of peer pressure and wanting to fit in. In peer on peer exploitation, schools and youth clubs are also locations where children and young people can be exploited.

## **Harmful Sexual Behaviour Including Sexting**

Sexually harmful behaviour from young people does not always occur with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse. This also includes sexting when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude picture may occur in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be committing a criminal offence.

## **Gang Activity and Youth Violence**

A child or young person can be exploited (sexually and / or physically) by a gang, but this is not necessarily the reason why gangs are formed. The Office of the Children’s Commissioner has defined CSE in gangs and groups as:

- Gangs - mainly comprising men and boys aged 13-25 years old, who take part in many forms of criminal activity (e.g. knife crime or robbery) who can engage in violence against other gangs, and who have identifiable markers, for example a territory, a name, or sometimes clothing.
- Groups - involves people who come together in person or online for the purpose of setting up, co-ordinating and / or taking part in the sexual exploitation of children in either an organised or opportunistic way.

Types of exploitation may include using sex as a weapon between rival gangs, as a form of punishment to fellow gang members and / or a means of gaining status within the hierarchy of the gang. CYP may be forced to gain entry into the gang by carrying out an initiation process which may be harmful to them and / or may inflict harm to others. Where abuse takes place in a gang environment, female members may perceive the abuse as normal, as well as accepting it as a way of achieving a respected status / title within the gang.

### **Domestic Violence**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and / or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and / or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

### **Actions to be Taken**

Keeping Children Safe in Education, 2016 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'. Professionals must give consideration to the impact on the school environment when both the perpetrator and victim attend the same school.

It is vital for professionals to understand that the child who is perpetrating the abuse may also be at risk of harm. Professionals should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent the abuse as a whole.

Professionals should make every effort to understand the environmental context of the child's life when assessing the risk posed to the child or young person. Individual experiences do not necessarily cause the abuse the victim is experiencing, but this may be used by perpetrators who have power and control over them. Those who are working with CYP must be able to use their professional judgement in identifying when what may be perceived as "normal developmental childhood behaviour" becomes abusive, dangerous and harmful to others.

## Contact Us

To find out more about working with tri.x contact us on: Telephone: 024 7667 8053 or visit our website [www.trixonline.co.uk](http://www.trixonline.co.uk).

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*tri.x is part of the Signis Group, which also includes [PRICE Training](#) (Positive approaches to challenging behaviour) and [Reconstruct](#) (Training, consultancy and direct work). As a group we provide those working with children and vulnerable people with the best information, practice guidance, training and consulting available.*

## Annex A: Further information and support

	Organisation/Website/Guidance and what they do	
<b>Specialist Organisations</b>	<a href="#">Barnardo's</a>	UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.
	<a href="#">Lucy Faithfull Foundation</a>	UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.
	<a href="#">NSPCC</a>	Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.
	<a href="#">Rape Crisis</a>	National charity and the umbrella body for their network of independent member Rape Crisis Centres.
	<a href="#">UK Safer Internet Centre</a>	Provides advice and support to children, young people, parents, carers and schools about staying safe online.
<b>Support for Victims</b>	<a href="#">Anti-Bullying Alliance</a>	Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.
	<a href="#">Rape Crisis</a>	Provide and sign post to a range of services to support people who have experience rape, child abuse or any kind of sexual violence.
	<a href="#">The Survivors Trust</a>	UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.
	<a href="#">Victim Support</a>	Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.
	<a href="#">Brook</a>	Traffic Light Tool supports professionals working with children and young people by helping them to identify and respond appropriately to sexual behaviours.

<b>Toolkits</b>	<a href="#">NSPCC</a>	Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.
	<a href="#">Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire</a>	Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.
<b>Confidentiality</b>	<a href="#">Gillick competency Fraser guidelines</a>	Guidelines to help with balancing children's rights along with safeguarding responsibilities.
	<a href="#">NSPCC: Things to know and consider</a>	Information sharing and confidentiality for practitioners - things to know and issues to consider.
<b>Information Sharing</b>	<a href="#">Information Commissioner's Office: Education</a>	Information to help schools and colleges comply with General Data Protection Regulation (GDPR).
	<a href="#">Government information sharing advice</a>	Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.
<b>Further information on sexting</b>	<a href="#">UKCCIS: Advice for schools and colleges responding to sexting incidents</a>	Advice for schools and colleges on responding to incidents of 'sexting.' Supporting them in tackling the range of issues which these incidents present.
	<a href="#">London Grid for Learning- collection of advice</a>	Various information and resources dealing with sexting.
<b>Support for parents</b>	<a href="#">Parentzone</a>	Provides expert information and resources to help make the internet work for families.
	<a href="#">Childnet: Advice for parents and carers to keep children safe online</a>	Advice and resources to help parents and carers keep children safe online.
	<a href="#">Parentsafe- London Grid for Learning</a>	Detailed advice/resources covering various issues such as online safety, apps, and how to report concerns.
	CEOP <a href="#">Thinkuknow</a> advice for parents:  <a href="#">Challenging harmful sexual attitudes and their impact</a>  <a href="#">Supporting positive sexual behaviour</a>	Advice/resources on how to approach and deal with concerns about what children may be doing online.
		On the Thinkuknow site, this resource helps challenge harmful sexual attitudes.
		On the Thinkuknow site, advice on how to start a conversation to support positive sexual behaviour.