



## Newbury Manor School



## Positive Behaviour Procedure

September 2025

## **Local Procedure for Promoting Positive Behaviour**

### **Rationale**

Newbury Manor School has high expectations of the behaviour of all students. We expect all students to behave in a way that is safe, calm and allows them and others to feel able to thrive.

### **Our aims**

- To enable students to learn how to behave appropriately so that negative behaviour is not a barrier to them leading fulfilling and rewarding lives, now and in the future.
- To enable students to behave appropriately so that they can successfully access their individual curriculum, make progress, and meet their potential.
- For all students' behaviour to contribute towards our calm, nurturing learning environment where everyone feels valued, safe, happy, and able to learn.

### **Guidance**

- All of our students have individual needs and display different types of behaviour for different reasons. As a result, our response is tailored to the individual.
- We take a great deal of care, through careful assessment and planning, to understand the underlying causes of different behaviours. By ensuring our curriculum meets need and is fit for purpose, we aim to enable our students to experience the conditions that allow them to behave appropriately.
- Although we create a positive behaviour plan for each student, in most cases, the correct approach for managing behaviour that challenges is through our whole child curriculum that enables each student to understand themselves and develop their self-regulation skills.
- Individual Behaviour Plans (Connect before Correct) should be shared and understood by all staff for all students. They should also be shared and agreed with the student, their parents/ carers and other agencies that are involved, as and when appropriate.
- Individual Behaviour Plans should be considered alongside other documents that are kept about the student (e.g. curriculum plans and risk assessments).
- All staff are currently trained in Team Teach™ physical intervention strategies but understand that use of these is a last resort and is only for specific circumstances (see Restraint Policy.)
- Staff are trained in Team Teach

### **Recording and Tracking Behaviour**

The school seeks to record and track both positive and negative behaviour. This is so we can look for ways to further encourage positive behaviour and further reduce incidents of negative behaviour. A summary of behaviour should feature within the report that is sent home at the end of each term.

### **See also**

- Behaviour Policy
- Bullying Procedure (including cyberbullying)
- Restrictive Intervention Policy

## **Appendix One**

### **How we promote positive behaviour**

Like so many elements of our practice, the school has a tailored approach to supporting our students in the management of their behaviour. The behaviour management of each student is likely to vary significantly depending on their individual needs. Details of individual behaviour management techniques and plans, alongside triggers/de-escalation techniques are discussed in team and multi-agency meetings and recorded in student logs and files.

Despite this flexible, tailored approach, there are some common themes that underpin our practice, which will be outlined within this policy.

#### **Understanding and Empathy**

We believe that in order to support our young people in behaving appropriately, we need to 'see the world through their eyes.' This involves getting to know our students well, listening to their views and valuing their input. It may also include considering their:

- diagnosis and impact of this on day to day lives
- experiences in previous settings
- health issues e.g. medication, eyesight difficulties, sleep patterns, appropriate diet and water intake etc
- levels of anxiety and triggers for periods of high anxiety
- emotional literacy, social and communication skills
- self-esteem and confidence
- previous levels of attainment and success in school
- life at home and relationships and routines with families and/or carers
- quality of friendships or other relationships inside/outside of school

We spend a considerable amount of time building up the knowledge and understanding of our students and their needs. This involves a significant emphasis upon having strong relationships with other agencies that may be involved and most importantly, the families/carers and the student themselves.

An in-depth understanding of our students' changing needs and desires on any given day can impact on their ability to behave. We pride ourselves on being able to observe subtle changes in mood and adapt our support accordingly. We take care to gain an understanding of the root causes that can lie behind negative behaviour. These can often be different and far removed from what is initially seen. Maslow's Hierarchy of Needs and Team Teach's 'Conflict Spiral' are often used as useful visual tools when considering needs and behaviour.

#### **Relationships**

Our practice is based upon aiming to develop outstanding relationships with our students and this is a consistent focus that is embedded throughout our support. We know that many of our students are likely to have experienced a number of negative responses in previous school placements and acknowledge that a major challenge for us is to rebuild trust and to develop a positive rapport.

Class groups at Newbury Manor are very small with a high ratio of staff to students (often one-to-one) which enables strong and trusting relationships to be built quickly. These relationships are key to reducing the anxiety of the students and creating an individualised curriculum. These two factors successfully help to reduce incidents of behaviour.

Once relationships are established, managing the early signs of challenging behaviour becomes far easier and simple techniques such as using humour, distraction or even a subtle look can become very effective.

As well as relationships between staff and student, enabling peer relationships to form is a key part of our work. Where these exist, behaviour is often positive, alongside improving confidence and self-esteem.

### **Nurture**

We aim to create a nurturing environment, where students feel valued, listened to and cared for. We aim for them to feel relaxed, safe and able to be themselves. We take great care in how we greet and communicate with students and aim to respond appropriately to need, both in a planned and spontaneous context.

We have an ethos whereby we hold the young person in 'unconditional high regard' and consider each day to be a fresh start. We understand that behaviour does not define an individual and that all behaviour is communication.

### **Role Modelling**

All members of staff have a responsibility to act as effective role models for our students. We recognise the effect this can have on their learning and take it very seriously.

We welcome the diversity within our staff team in this respect. We aim for our students to experience a wide range of personality types and approaches so that they have the opportunity to maximise their social development opportunities. Working with our team in environments other than the classroom also helps them see positive role modelling in different contexts.

### **High expectations**

We have high expectations of ourselves and our students at all times and work hard to make sure our targets are 'challenging but achievable.'

We know that our students can experience a range of challenges that mean they find managing their behaviour difficult, but we strongly believe that every student is able to learn strategies to improve the management of their behaviour, where the right support, environment and opportunities are in place.

### **Communication**

Good communication is vital to encouraging positive behaviour. We aim to be excellent listeners to our student's communication – both the verbal and non-verbal.

By the nature of their diagnosis, many of our students will find communication a significant obstacle to success, learning and appropriate behaviour. We have an ongoing focus on developing the communication skills of our students. We often use visual cues, specialist assessment and communication packages and specific targeting to bring improvement in this area.

We aim to support our students in recognising, labelling and communicating their own emotions in calm, appropriate ways but also understand that all behaviour is communication and has a function. It holds a valuable insight into the needs of our students.

## **Success and achievement**

We work hard to create a culture of success for the students at the school.

We take care to ensure that this success is genuine and legitimate by carefully setting targets and tasks that are 'just hard enough.' Success that comes too easily, without challenge, could be seen as patronising, and will be less effective in bringing about positive change. Often, the most reward comes when students have had to overcome barriers caused by initial failure.

We understand that a major trigger of challenging behaviour is failure and/or fear of failure. This is often linked to low self-esteem and a lack of confidence. This can come from previous school placements where students have had negative experiences, often for considerable periods of time, or in some cases for their entire educational careers.

## **Valuing each individual**

Our students behave well and achieve when they are involved in the planning and evaluation of their own tailored packages. Our students can have a strong view on the direction and focus they would like in their education and can feel highly valued and motivated when they are allowed to put these ideas into reality.

We understand that for some of our students, they may find contributing to such planning difficult and so we make allowances accordingly.

## **A team approach**

As a staff team, we place a significant emphasis on supporting each other in our work with the students. This includes the management of their behaviour. The strategies we use are designed so that they can be used by all members of staff.

We actively try to move away from a hierarchical system of behavioural management. This is so the students respond positively to all adults, not just their key worker/favourite staff member/Head of Education.

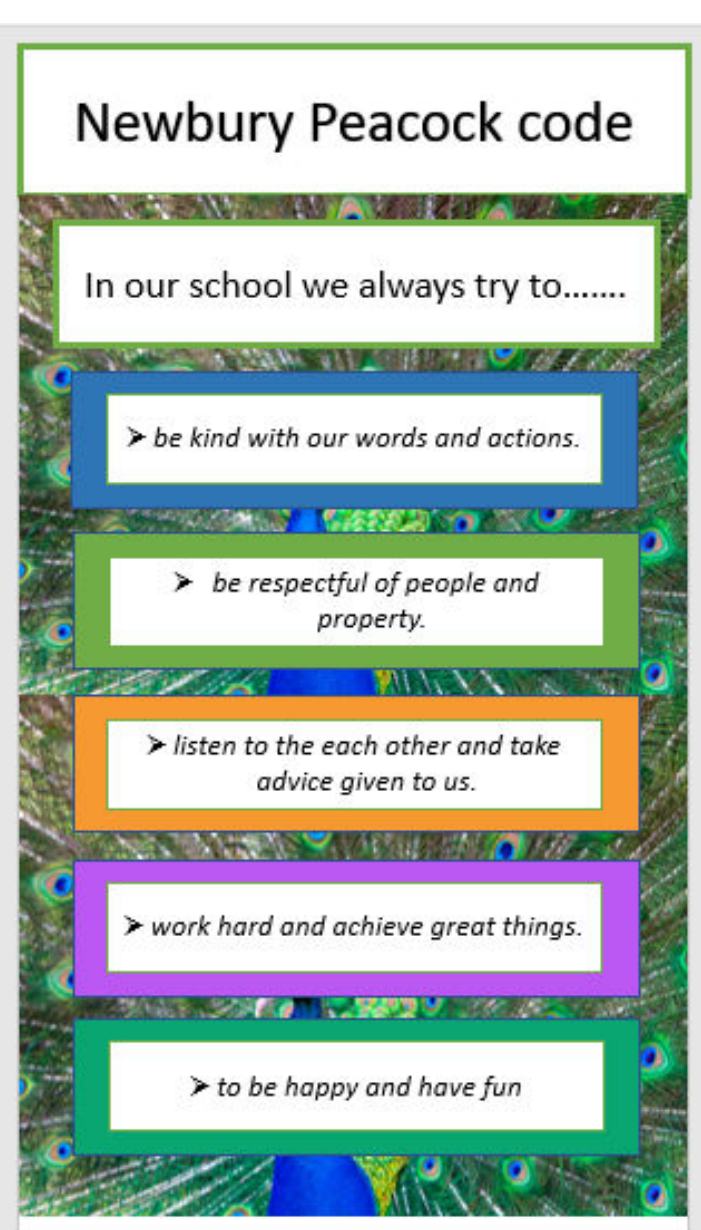
The whole team engage effectively with training and professional development opportunities in the arena of behaviour management. This includes in-depth professional discussions within the team, wider training from the Autism Lead, and training from external providers. All staff should be trained in Team Teach with a focus on effective de-escalation.



Newbury Peacock code

In our school we always try to.....

- *be kind*  Kind
- *be respectful*  Respect
- *listen*  Listen
- *work hard*  Work hard
- *be happy*  Happy



Newbury Peacock code

In our school we always try to.....

- *be kind with our words and actions.*
- *be respectful of people and property.*
- *listen to the each other and take advice given to us.*
- *work hard and achieve great things.*
- *to be happy and have fun*

## **Appendix Three**

### **Behaviour that challenges**

#### **Definition of behaviour that challenges**

We see behaviour that challenges as any kind of behaviour that impedes the pupil's learning and safety, and/or the learning and safety of those pupils around them. This would include: non-compliance, extreme withdrawal and/or introverted behaviour, as well as the more recognised form of verbal or physical aggression.

#### **Resolution and Consequence**

There will be occasions where consequences will need to be considered following an incident of negative behaviour. However, the team will often conclude that due to the high occurrence of SEN related poor behaviour (i.e. misreading social cues due to autism), ensuring a student has learned from the experience is a more appropriate long-term outcome.

When considering whether a further consequence is appropriate, the following should be considered:

- Was the incident a pre-planned, thought-out piece of behaviour or was it rooted in an instinctive, flight or fight response?
- Was the incident linked to a student's special needs or circumstances? i.e. an issue linked to a prominent sensory need around smell, sound, touch?
- Had the school done all it could to prevent and support prior to the incident? Was there sufficient processing/take up time?
- Will the consequence be seen as relevant and aid learning/resolution for the student?
- Is the consequence achievable (our ethos still applies to consequences – we do not want to set our students up to fail)?
- Decisions about consequences are best made as a team, or as a minimum by more than one staff member.
- Careful thought should be given to communication with parents/carers.
- A timetable plans a week of activities that a student needs to succeed. We would not normally stop a session as a 'consequence.' For example, we do not normally stop cooking if maths is not complete or stop a 'trip day' for poor behaviour in science.
- The aim is always to resolve any issues as soon as possible so that the student can move on and continue learning and achieving with us.

#### **Allowable Consequences (Sanctions)**

Newbury Manor School will wherever possible use natural consequences over formal sanctions, which should follow the incident in question as soon as is possible. This is so there is a logical and close link between an incident which requires a consequence, and the issuing of the consequence. In all cases, the emphasis will be upon the child or young person learning about the impact of their actions, and therefore reducing the risk of them repeating the behaviour. This is often most effective when they are engaged in choosing their own consequence.

Allowable consequences include:

- Prompting time to think / reflection
- Prompting debrief and reflection
- Prompting apologies (written if more appropriate)
- Delaying access to favoured activities
- Community reparation (e.g. helping to lay tables in dining room)
- Withdrawal of 'tick' on individual reward chart
- Temporary reduction in residential area privileges (access to TV, console etc.)
- Meetings/contact with parents/carers
- Meeting with behaviour lead or member of SLT
- Fixed term exclusion
- Permanent exclusion

#### **Appendix Four**

#### **POSITIVE HANDLING - THE SAFE USE OF PHYSICAL INTERVENTION**

At Newbury Manor School, our practice is such that the use of any form of physical handling is rare, and the use of ground holds, and seated wrap holds are only used as a last resort following dynamic risk assessment.

Children and young people are supported and enabled to develop socially acceptable behaviour through consistent guidance from adults.

There may be however, instances where a member of staff may come into contact with a young person, for instance guiding them to a place or preventing them doing significant harm to others. These instances are classed as physical intervention.

Across the school, physical intervention may be used when a young person or other individual is at risk of harm, or when there is a risk of significant risk to property.

In our educational setting only, physical intervention may be used as a last resort when behaviour is prejudicing the maintenance of good order and discipline at the school or among any young people, whether during a teaching session or otherwise.

'Staff' to which this educational provision applies are only those who have been trained in Team Teach or a similar physical intervention technique, and may include:

- (a) any teacher who works at the school
- (b) support staff such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors
- (c) people to whom the Head Teacher has given temporary authorisation to have control or charge of children or young persons (e.g. catering or premises staff), and unpaid volunteers (e.g. parents accompanying young people on school-organised visits)
- (d) any other person whom the head has authorised to have control or charge of young people.

It is unlawful to use force as a punishment (which would fall under the definition of corporal punishment, abolished by the Education and Inspections Act 1996).



There is a need in exercising the power to use force to take into account any particular special educational need or disability that a young person might have, under general obligations for schools set out in the Disability Discrimination Act 1995.

### **Approaches to De-Escalation and Physical Intervention / Positive Handling**

Prompt, effective, and insightful de-escalation of any incident or potential incident is always seen as preferable to the use of Physical Intervention/Positive Handling (PI/PH).

Only approved and agreed techniques of PI/PH will be used. The school's current preferred approach is 'Team-Teach'.

Where required, an individual preferred approach for each child is agreed and documented as a Personal Handling Plan. This is created where possible, in collaboration with the child and their parents (carers), and is regularly reviewed.

The use of PI/PH is always subject to dynamic risk assessment, with due respect for the dignity of the child involved.

The use of pain to manage a PI/PH situation is never acceptable

### **Managing Risk**

Effective risk assessment is essential to the safe use of PI/PH. Where there is a significant risk that a young person may need support via PI/PH (the vast majority of children and young people at Newbury Manor School do not), they will have an individual risk assessment relating to the safe use of PI/PH, including where relevant the specific advice of any medical practitioner responsible for the young person. The regular review and monitoring of information relating to the use of PI/PH is used to inform effective risk management.

### **Training and Induction**

All prospective employees will be made aware at interview of the potential use of PI/PH prior to any offer of employment being made. New staff who have not yet completed training will only work in situations deemed suitable following risk assessment. Only staff that have successfully completed PI/PH training will use PI/PH techniques. All staff will attend regular and ongoing training in relation to de-escalation and distraction techniques.

The school has a nominated staff member responsible for ensuring that staff training in relation to de-escalation and PI/PH remains up to date and is clearly and accurately recorded. This person will have enhanced training.

### **Reporting, Recording and Reviewing**

All incidents of the use of PI/PH are recorded on the Incident Reporting system in accordance OP04 Incident Management, Reporting and Investigation and in accordance with any relevant regulatory requirements.

Following any incident involving the use of PI/PH the young person and staff involved should be given the opportunity to participate in a reflection and repair, or debrief meeting, which should be recorded as part of the reporting process.

Records include information relating to the effectiveness of approaches used and include information relating to any injuries sustained by staff or children in relation to the use of PI/PH.

## **Providing Information**

Providing information to parents (carers), children or young persons, and placing authorities in relation to the use of PI/PH is essential. This procedure will be posted to the school's page on the Priory Website and be made available to all stakeholders. Information will also be made available to the LSCB by the site. Parents (carers), children or young persons will be invited (where appropriate) to participate in the process of creating and reviewing the young person's positive handling plan

## **Monitoring**

At Newbury Manor School, the Head teacher will be responsible for reviewing and monitoring the use of PI/PH. This responsibility may be delegated by the Head teacher to a nominated staff member with suitable training.

At organisational level data is collated and monitored by the Safety, Quality and Compliance Team, who are independent of the management of the site, in relation to the use of PI/PH. Concerns within data patterns and trends are notified to the Operations Team.

## **Appendix Five**

### **The use of Fixed Term Exclusion**

Aspris recognise that the use of exclusion is a last resort. It is only ever considered when all other paths are ineffective. It is only ever used for severe cases of violent, persistently disruptive behaviour or an accumulation of poor behaviour. Fixed term exclusions are used for periods of between one and fifteen days.

From and including the sixth day of a fixed term exclusion, the individual school attended by the student is responsible for arranging full time education for the excluded student.

Under normal circumstances, the Head Teacher is the only member of staff who can sanction the use of exclusion. If the Head Teacher cannot be contacted, the Deputy and/or Head of Care are authorised to make the decision, consulting with the schools' operational manager where possible.

In all Aspris school's extensive steps to resolve problems are taken prior to any consideration of the use of exclusion. These include alternative sanctions such as on-site internal exclusion, segregation from other students, direct therapy and pastoral support.

Wherever possible school staff, working with local authority officers, other professionals and parents, try to be creative in resolving issues and thus avoid the need for exclusion. These arrangements may include all parties agreeing to a managed move to another school.

Reasons for the use of exclusion - The following are possible reasons why a student may be given a fixed term exclusion:

- (a) physical assault against another student or an adult
- (b) verbal abuse / threatening behaviour against a student or adult, including carrying an offensive weapon
- (c) racist abuse
- (d) sexual misconduct, including abuse or assault
- (e) drug and alcohol related incidents
- (f) serious damage
- (g) theft
- (h) persistent disruptive behaviour.

Alternatives to exclusion - In all schools a wide range of alternatives to exclusion are used to support positive behaviour and the specific procedures of each school. These include:

- (a) Restorative justice which enables the offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process.
- (b) Mediation through a third party, usually a member of staff, therapist, pastoral tutor or SMT member, is another approach that may lead to a satisfactory outcome, particularly where there has been conflict between two parties
- (c) Internal exclusion, which can be used to defuse situations that occur in school that require a student to be removed from class but may not require removal from the school premises. A designated area within each school is used, with appropriate support and supervision. Internal exclusion is only used for a short time and is always subject to review. (Refer to Deprivation of Liberty Policy and Guidelines).
- (d) Managed move to another school to enable the student to have a fresh start in a new school. This is only carried out with the full knowledge and cooperation of all the parties involved, and through the educational review process.

Aspris acknowledge that formal exclusion is the only legal method of removing a student from school. All Aspris schools know that informal or unofficial exclusions are illegal regardless of whether they are done with or without the agreement of parents or carers.

## Appendix Six

### Individual Behaviour Management Plans

All students have a risk assessment, risk reduction plan and a behaviour management plan called 'Connect before Correct' These documents work together to ensure that needs are met, children are safe, and they are able to learn and progress to meet their aspirational targets.

Individual Behaviour Management Plans are created for each student, in consultation with them, their families and their multi professional teams. They are reviewed at least termly.

Each plan has five elements.

#### 1. Required Level of Supervision

This section summarises the level of supervision that each student requires on a typical day, using a best fit model. Adults may use planned discretion to give each student opportunities to make progress with managing their own behaviour and safety and may alter the level of supervision based on a careful dynamic risk assessment. The five levels of supervision are:

- a) Earned Independence – this is where a student has demonstrated that over time, they are able to make safe decisions during unstructured times of the school day and for some sixth form students, extended periods of independent study time.
- b) Towards Independence – this is where a student is allowed the first stages of earning independence for limited periods of time. For example, being allowed to be within the perimeter of the school, without direct staff supervision. During these periods, staff will maintain a general awareness of the student's whereabouts at all times.
- c) Line of Sight – this means the student has a high probability of making inappropriate or unsafe choices that may lead to high risk behaviours if left with reduced supervision and support AND/OR they may have levels of vulnerability or health needs that mean they require line of sight supervision from staff.
- d) Heightened Awareness – this means the student requires to be within line of sight and earshot at all times so that any behavioural or safeguarding support can be offered immediately.
- e) Side by Side – this means that the student requires intensive support from at least one member of staff owing to their erratic and unpredictable behaviour AND/OR vulnerability that presents a high risk to themselves and others. A named member of staff has the responsibility for the student's supervision at any given time.

As a general rule, new students will begin their time at Newbury Manor School under 'heightened awareness' or 'side by side' until staff have evidence that this can be reduced.

#### 2. Behaviours that inhibit learning and safety

A description of the key behavioural elements that prevent the students from engaging safely and positively within the learning culture (e.g. diagnosis, anxiety, previous patterns of behaviour)

#### 3. Strategies to build effective relationships

What structures help to keep the students safely and positively engaged on their learning journey (e.g. PECS, TEACCH, visual communication aids, humour, sharing interests, provision of strong boundaries, time out spaces, physical exercise breaks)

#### 4. Successful de-escalation strategies

Strategies that can de-escalate and calm when student displays behaviours that challenge (e.g. time out, humour, distraction, step away, options given, options directed, change of face, remove from crowds, fetching a favoured item, calm talking). Do they work 'always' or 'sometimes.'

#### 5. Positive Response Strategies

Strategies known to work when students are a significant danger to themselves, to others, to property, at risk of becoming a missing person or deemed prejudicial to the maintenance of good order and discipline. Final de-escalation strategies that are effective at times of spiralling crisis (see Team Teach for definition), physical intervention strategies that have reduced risk at times of extreme difficulty (and that are reasonable, proportionate and necessary) and physical intervention techniques that are best avoided.

Last reviewed: Sept 2025

Reviewed June 2021 by Becki McArthur (Head Teacher)

Review September 2023 by Kevin McKain (Assistant Head Teacher)

Reviewed September 2025 by Paul Gorham (Head Teacher)