CLEASWELL HILL SCHOOL

POSITIVE BEHAVIOUR POLICY

Date established by governing body:-
Spring Term 2020
Date for review:-
Spring Term 2022

INTRODUCTION

At Cleaswell Hill our Positive Behaviour Policy reflects our insight and understanding into the extensive range of learning needs within our school and how this contributes to their ability to self-regulate and manage their behaviour in a positive way so they are ready to learn.

Key Beliefs

We consider that behaviours which challenge always happen for a reason and might be the only way a learner can communicate – it can arise for different reasons which are personal to the individual.

We consider the communication styles, social interaction skills, sensory and emotional needs of all pupils when supporting them to behave well - pupils are better able to behave when their needs are met.

We believe that how pupils behave gives us important information about how they are feeling and we can support learners to communicate effectively.

We believe that pupils can learn to improve their behaviour, therefore, learning new behaviour is a task which is embedded into the curriculum. However, we must have realistic expectations about the rate of progress each individual will have in learning to adapt or develop new behaviours.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Aims:

- To treat pupils with dignity and respect at all times by communicating carefully and clearly at their appropriate level of need.

- For everyone to feel safe and happy at school.

- To actively build trust and rapport between pupils and staff.

- To develop a positive and respectful culture between everyone in school.

- To have high expectations for all learners.

- To understand the reasons for a given behaviour.

- To promote a culture of praise and encouragement in which all pupils can achieve.

- To provide all pupils with access to individual care and support networks through access to highly trained, motivated and caring professionals.

- To encourage a positive relationship with parents and carers.

- To prepare pupils for the opportunities, responsibilities and experience of adult life beyond school.

Strategies to support positive behaviour

Within Phase groups staff are encouraged to reflect on what may be the underlying issues that drive or trigger behaviour in pupils (e.g. physical discomfort, sensory overload) and to think about ways of responding in a non-judgmental and supportive way; sharing their skills and experiences.

A 'positive behaviour management' reference sheet is shared with staff, which provides guidance on how to support our learners to self-regulate, manage their behaviour and feel safe so they are ready to learn. (Appendix A)

Pupils who display, or are at risk of displaying challenging behaviours, have a personalised approach to support them; outlined in a positive behaviour support plan (Appendix B) written by the class teacher in consultation with parents / carers.

At staff meetings, Phase and School Leadership Team meetings, staff will identify pupils whose behaviour gives cause for 'serious concern' and actions to be taken to support the pupil will be discussed. Where necessary pupils' will be given individual risk assessments.

Phases 1 & 2 use the Zones of Regulation - a systematic, cognitive behavioural approach, which teaches self-regulation and provides strategies for pupils to become more aware of, and independent in:

- Controlling their emotions.
- Managing their sensory needs.
- Improving their ability to problem solve conflicts.

Pupils within the Engagement Curriculum (Phases 1 & 3) follow the SCERTS model which helps pupils become competent and confident social communicators and active learners, while preventing problem behaviours.

Staff take every possible opportunity to praise good behaviour both verbally and non-verbally and when appropriate praise pupils' who model expected behaviours.

Rules and boundaries are communicated in a way that the learners can understand, stated in the positive, regularly referred to and are appropriate to the developmental range of the learners.

Routines are used to support learners to understand expectations, manage anxiety, mentally and physically prepare themselves for the day – allowing them to learn how to self-regulate, engage with learning and manage their behaviours positively. However, adapting to changes in routine is also an important life skill and is developed and practiced.

Communication is at a level that is understood by the pupil and also enables them to express themselves in an individualised and accessible way.

The language of choice helps pupils to take responsibility for their behaviour through encouraging them to choose the right thing to do and, where appropriate, explaining the consequence of their choices, both positive and negative.

Pupils are supported to take responsibility for what they have done and to repair it with the other person(s) involved / affected.

Expectations are clear, consistent and realistic with opportunities for pupils to develop self-esteem, confidence and understanding of their own and others emotions.

A weekly behaviour objective is shared during assemblies and visual reminders displayed in the hall.

Serious misbehaviours must be recorded on CPOMS stating trigger points, people involved, interventions used and by whom.

Behaviour Strategies and Reward Systems.

Across school, positive behaviour will be rewarded with:

- Certificates and / or stickers
- Descriptive praise
- Weekly Celebration Assembly
- Communication to parents through phone calls or pupil diaries

In addition to this, each Phase group personalises their reward and behaviour strategies depending on the needs of the pupils. For example:

Phase 1

- Star of the day (class 3) – individual pupil chosen daily and presented with large gold star which they take home.
- Working towards cards – pupils gain stars for completing a given numbers of tasks and work towards a chosen reward (motivator)
- Now and Next boards – pupils are given a visual of the task they need to complete 'now' and the reward or motivator they will gain 'next'

Phase 2

- Merits – pupils earn merits and receive prizes for gaining 30 (bronze), 70 (silver) and 120 (Gold)
- Working towards cards – pupils gain stars for completing a given numbers of tasks and work towards a chosen reward (motivator)
- Now and Next boards – pupils are given a visual of the task they need to complete 'now' and the reward or motivator they will gain 'next'

Phase 3

- Working towards cards – pupils gain stars for completing a given numbers of tasks and work towards a chosen reward (motivator)

- Now and Next boards – pupils are given a visual of the task they need to complete 'now' and the reward or motivator they will gain 'next'
- Prize box with instant rewards / prizes

Phase 4

- Merits – pupils earn merits and receive prizes for gaining 30 (bronze), 70 (silver) and 120 (Gold)

Phase 5

- Token system – pupils earn tokens throughout a term and exchange them for prizes at a 'reward fair'

Phase 6

- Token system – pupils earn tokens throughout a term and exchange them for prizes at a 'reward fair'

Sanctions

Where appropriate, the school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Giving a pupil 'time out' from a lesson or task.
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents

Physical restraint

In some circumstances, staff may use reasonable force to hold 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
- Be carried out by staff trained in MAPA (Management of Actual or Potential Aggression)
- Never be used as a form of punishment
- Be recorded on CPOMS

Lunch and break times

As part of the OPAL programme, staff encourage co-operative play. Star players are nominated daily and rewarded with stickers for immediate recognition. Pupils with the most nominations in a week will receive a certificate in assembly and be celebrated on the OPAL display board.

Unacceptable behaviour during break and lunchtime will be reported to the senior member of staff on duty and recorded within CPOMS.

Educational visits and educational residential trips.

The safety of the children is paramount. If for any reason a pupil's behaviour poses a health and safety risk the pupil's individual risk assessment must be reviewed to see if the risk posed by taking the child on the trip is too high to allow the child on the trip.

Roles and Responsibilities:

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the board of governors, giving due consideration to the school's statement of behaviour principles (appendix B).

The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour.

The headteacher will support the staff in their implementation of the policy to ensure positive behaviour management is applied consistently.

The Headteacher reports any racist incidents at regular intervals to the LA and reports the frequency of racist incidents in his annual report to Governors.

The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (Appendix C)

The governing body will review this policy bi-annually (or more frequently if the government introduces new regulations) in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The School Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents within the CPOMS system
- Liaising with external agencies, where necessary, to support and guide the progress of each child.
- Informing parents immediately if there are concerns about their child's welfare or behaviour.

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

The Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary.

The **Headteacher** keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the **governing body** to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Relationship to other policies

This policy on behaviour embraces policies and procedures for teaching and learning, anti-bullying, collective worship, health and safety, physical intervention, school visits, special educational needs, equality, assessment and recording and reporting.

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Headteacher: **Mike Jackson**
Chair of Governors: **Tim Chrisp**
Date: **January 2020**

Positive Behaviour Management

Class Rules

Rules to support positive behaviour should be:

- Few in number
- Where developmentally appropriate, agreed with learners.
- Communicated in a way that the learners can understand, including visual cues, objects of reference, social stories etc
- Stated in the positive – things we are going to do
- Regularly referred to by the class team with learners.
- Appropriate to the activity / lesson and developmental range of the learners.

Routines

Consistent routines support learners to understand expectations, manage anxiety, mentally and physically prepare themselves for the day – allowing them to learn how to self-regulate, engage with learning and manage their behaviours positively. However, adapting to changes in routine is also an important life skill and staff should reflect on how they support learners to do this and practice it.

Communication and Social Interaction

Most of our learners need support in developing their communication, social interaction skills and social imagination skills (coping with changes to routine) in order to develop effective self-regulation skills that enable them to positively manage their behaviour throughout the school day. To support a learner that has become dysregulated or in distress we should aim to understand the function of the behaviour e.g. what is causing the learner to become distressed. Have strategies in place to support learners to express how they are feeling and how we can meet their needs proactively.

For example:

- Communication aids and strategies should work both ways: to give instructions and allow pupils to have a voice, make choices and express needs.
- Give pupils time to process information.
- Some pupils have difficulty with understanding verbal and non-verbal communication.
- Difficulties in understanding facial expression and tone of voice.
- Difficulty with understanding, or consistently remembering social rules and conventions.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Difficulty in understanding other people's emotions.
- Difficulty in predicting what will / could happen next – this can cause anxiety.
- Lack awareness of danger.
- Needs to be prepared for changes and transitions.
- Difficulty in coping in new or unfamiliar situations.
- Difficulty with managing social expectations and interactions with peers

Using visuals:

- Visuals are permanent – spoken words disappear.
- Visuals allow time for language processing.
- Visuals prepare students for transitions allowing them to feel less anxious.

- Visuals help build independence, confidence and self-esteem.
- Visuals are transferrable between environments and people e.g. trips, home
- Visuals are helpful when children or young people have become dysregulated as it replaces verbal communication and social interaction which in time of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.

Sensory Processing Needs

Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input form the environment. Sensory processing difficulties can impact on learners' ability to self-regulate.

- Organise the environment clearly with visual cues and signposts (written information, symbols, objects of reference etc)
- Speak clearly, slowly, calmly and give pupils time to respond.
- Ensure sensory needs are supported through embedding sensory diets and sensory equipment that support self-regulation (chewy toys, fidget toys, adapted seating, weighted vests etc)
- Teach learners to recognise when they are becoming dysregulated (label emotions and feelings) so they are able to learn to ask for a break or an appropriate self-regulatory strategy.
- Take social demands of working with other learners into account
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.

Understanding Self-injurious Behaviour

Self-injurious behaviour is when a learner physically harms themselves. This might be head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking. The learner may have no other way of telling us their needs, wants and feelings. When it happens staff should work collaboratively with the learner, their parents or carers and other professionals to try to find ways to prevent or replace the behaviour.

- Respond quickly and consistently when a learner self-injures. Never ignore.
- Keep responses low key: limit verbal comments, facial expressions and other displays of emotion. Speak calmly and clearly, in a neutral and steady tone of voice.
- Remove physical and sensory discomforts – consider their sensory processing difficulties and diets.
- Redirect: tell them what they need to do instead of the self-injurious behaviour e.g. "John hands down" Use visual cues to support instructions.
- Provide light physical guidance e.g. gently guide their hand away from their head using as little force as possible. Immediately try to redirect their attention to another activity and be prepared to provide physical guidance again.
- Use barriers: place a barrier between the learner and the object that is causing harm. For head slapping, place a pillow or cushion between the head and the hand. For hand or arm biting, provide another object to bite down on like a chewy.
- Consider physical restraints: If there is risk of serious harm, pupils may need held until calm, which may reduce the sensory experience and frequency of the behaviour. Physical restraints do not address the cause of the behaviour, so they must never be used in isolation without teaching the learner new skills which address the reason for the behaviour.

The Language of Choice

This helps our learners to take responsibility for their behaviour. Actively encourage them to choose the right thing to do and, where appropriate, explain the consequence of their choices, both positive and negative. Link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases learners' sense of responsibility.
- Regards mistakes as part of learning.
- Removes the struggle for power.
- Is positive.
- Where appropriate, overtly links responsibility, choice and consequence.
- Helps them to take responsibility.
- Helps them to manage their own behaviour.
- Increases their independence.

Repairing Relationships

Give learners the opportunity to repair ('make good') rather than be punished. Punishment focuses the mind onto the punishment rather than what they did and leaves learners feeling angry about the punishment, rather than thinking about the impact of their behaviour on others. Support learners to take responsibility for what they have done and to repair it with the other person(s) involved / affected.

Descriptive Praise

Use specific descriptive praise when learners are making a good choice – telling learners exactly what we like about what they are doing reinforces the behaviours we want to promote, for example:

- 'I like how you used your communication book to tell me how you are feeling'
- 'I liked that you asked for a break when you needed it'
- ' I noticed you were being a good friend by helping Sam'
- 'Thank you for coming back to your work so quickly'

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour.

Positive Behaviour Support Plan

Antecedents
e.g. settings, triggers, environment, characteristics

Environment:
Being in loud and 'chaotic' environments. Situations which have occurred at home, shouting, arguments, disagreements etc. Strong smells; for example paint.
Changes in environment, when pupil A is unprepared for change. Change in normal routine.
Unfamiliar staff, e.g. Staff covering lessons.

Emotional:
Struggles to deal with a variety of emotions.
When overwhelmed.
When pupil A is given too many choices.
Personal feelings and embarrassment.

Other:
Behavior of others, e.g. When someone is repeatedly annoying him, making noises.
When someone reacts differently to how he expects to a situation.
Contact with mum (staff suggesting they phone home).

Distressed Behaviours

Head down on table.
Storms out of the room.
Hides/ locks himself in the toilets.
Shouting and aggressive language (however doesn't swear).
Crying.
Occasionally physical aggression.

Reactive Strategies

Given time alone.
Referred to teacher/ phase lead/ familiar staff member.
Calm and uncrowded environment.
Simple, direct directions e.g. "Pupil A, I'll give you 5 minutes to calm down and see you back in the class room".
Don't give options.

Restorative Outcome

Discussion about cause of distress later on, once fully calm. Discussion and plan for how to avoid the distressed behaviors.
Phone call home, inform pupil A of this if necessary.
Quiet calm environment.
Given further time out if the issue is ongoing.
Any work missed made up for in own time.
If required pupil A encouraged to apologise to relevant people.

Preventative Strategies

Familiar routine.
Prepare pupil A for changes.
Give straight forward direction.
Don't give pupil A too many options.
Don't overcrowd.
Ear defenders.
One familiar member of staff to deal with situations. Staff knowing triggers (reading plan).
Allow pupil A time out when needed.
Talk to pupil A like an adult. Keep him informed.

Replacement Behaviours

Pupil A will ask for time out when needed.
Pupil A will go for a drink or to the toilet for an 'exit'.
Pupil A will tell a member of staff when feeling distressed.
Pupil A will get his ear defenders to calm him and block out noise.
Pupil A will seek familiar staff to support him.

Desired Outcome

Pupil A will be able to control his emotions and use strategies to self-regulate.
Pupil A will respond well to adult support.
Pupil A will take part in lessons and social situations.
Pupil A will socialise appropriately with his peers.
Pupil A will speak to staff in a calm manner during discussions.

<u>Written Statement of Behaviour Principles</u>

- Every pupil has the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by pupils and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

- Pupils are helped to take responsibility for their actions through the language of choice.

- Staff endeavour to understand the reasons for a given behaviour.

- Pupils are supported to self-regulate, engage with learning and manage their behaviours positively.

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body annually.