Positive Behaviour Policy 2018

Date adopted	September 2016
Date of review	August 2018
Date for review	September 2019 or in line with DFE updates

to be read in conjunction with the schools Child Protection, Physical Interventions and Positive handling, Anti Bullying, Anti-Radicalisation, e-Safety Policies and Staff Code of Conduct.

1. Aims
This policy aims to:

- Provide a **consistent approach** to behaviour management
- To provide guidance for staff, parents, governors and other stakeholders on how we keep children and young people safe
- To underpin our beliefs with an understanding of the principles of Attachment.
- Outline our system of **rewards and sanctions**
- To provide an inclusive model for our understanding of behavioural needs

2. Legislation and statutory requirements
This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools

- Keeping Children safe in Education September 2018

- Searching, screening and confiscation at school

- The Equality Act 2010

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

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

- Schedule 1 of the Education (Independent School Standards) Regulations 2018; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. Statement of behaviour principles

- At the Southover Partnership School all relationships are underpinned by an understanding of the principles of Attachment. This means that all staff will manage behaviour in a way that is consistent with these principles.
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- With the right support and intervention, children and young people can learn to improve their behaviour and manage well
- Mistakes are part of the learning process and we recognize that all of our children and young people are at different stages of the developmental process
- All of our children have learning difficulties which impact on how they learn to behave
- All adults can learn strategies to support young people to improve their behaviour Children with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.
- All incidents are analysed to take into account Antecedents, Behaviours exhibited, Consequences and debriefs
- Staff will use positive behaviour management techniques when needing to address behaviour that is unsatisfactory. This approach is based on both students and staffs right to learn and teach and be respected. Along with these rights come responsibilities for pupils and staff.
- We are all responsible for ensuring that our teaching and learning environment is safe and that everyone is treated with respect and integrity and that bullying that is inflicted on the grounds of race, gender, disability, and other characteristics (such as sexual orientation) does not occur nor tolerated, and if it does occur, is swiftly and robustly dealt with.
- Our relationships with each other are supported and developed by our Staff Code of Conduct. They provide a framework to help us to provide good models of behaviour at all times for our children and young people
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- These principles are reinforced daily and we ensure that none of our rules, penalties or punishments would disproportionately affect a particular group.

- There will be incidents of poor behaviour from time to time. When these occur, Southover has adopted very clear guidelines about the consequences for given behaviours. Staff and pupils should be made familiar with these expectations during their induction to the provision.

SOUTHOVER PARTNERSHIP SCHOOL
RIGHTS AND RESPONSIBILITIES

RIGHTS
- Students will be safe
- Students have the right to learn
- Students will be treated with respect
- Adults will plan appropriate work for students
- Adults will listen to students
- Students' property will be safe

RESPONSIBILITIES
- Listen carefully to teachers and other students
- Students have the responsibility to allow others to learn
- Respect others' property
- Respect others feelings
- Work hard towards your targets
- If you have a problem, speak to an adult.

POSITIVE MANAGEMENT OF BEHAVIOUR

Encouraging a positive ethos
We encourage a positive ethos for teaching and learning by using the following strategies:
- Setting boundaries and rules through a shared understanding
- Positive feedback, praise and rewards
- Differentiated activities
- Activities to develop self-esteem
- Inclusive displays
- Welcoming and facilitating regular communication from parents/carers
- Celebrations
- Outings
- Positive links with mainstream schools
- Good modelling by adults

Positive strategies used to reward behaviour
We use rewards in order to:
- Encourage good behaviour
- Place emphasis on and reinforce positive achievements
- Raise self-esteem
- Reinforce and teach desired behaviour
- Acknowledge that staff notice and value pupil efforts
- Encourage responsibility
- Send positive messages to parents

Routines support our children and young people by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for **all** activities. The more consistency there is over routines, the easier it is for our children and young people. Routines also support behaviour for learning.

The language of choice
This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice.

4. Roles and responsibilities

4.1 The board of trustees
The board of trustees is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

4.2 The headteacher
The headteacher is responsible for reviewing and approving this behaviour policy.
The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.3 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

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

4.4 Parents
Parents are expected to:

- Support their child in adhering to the school's **Home – School Agreement** and **Statement of Rights and Responsibilities**

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

4.5 Pupils

Pupils are expected to:

- adhere to the school's **Home – School Agreement** and **Statement of Rights and Responsibilities**

5. Rewards System

Our aim is to catch pupils being good as frequently as possible and to praise/reward them accordingly. We ensure that the positive feedback given is personal, specific, genuine and appropriate.

The types of behaviour that we reward include:

✓ Following instructions ✓ Completing tasks ✓ Quality of work ✓ Making an effort ✓ Positive attitude	✓ Kindness ✓ Sharing ✓ Caring ✓ Listening ✓ Staying on task	✓ Finishing work ✓ Concentrating ✓ Responsible behaviour ✓ Sensible behaviour ✓ Making appropriate choices ✓ Honesty ✓ Thoughtfulness

Rewards used
- Points
- Praise
- Body language e.g. thumbs-up, smile
- Ticks and positive comments on work
- Quick notes home to parents
- Certificates
- Phone call home
- Positions of responsibility.
- Special interest trips and activities

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POINTS SYSTEM USED THROUGHOUT THE DAY

Points will be awarded for each of the 5 lessons per day. Five points can be awarded for each lesson so the maximum number of points it is possible to achieve in any one day is 25. Points will be awarded as follows:

P = punctuality, that is getting to lessons on time or early. If you are even 1 minute late, the point will not be awarded.

E = Effort, that is how hard you work in each lesson, your concentration and the attitude you take to your work.

A = Achievement. This is the amount of work you complete in the lesson. This will be agreed with your tutor before the lesson begins.

B = behaviour, how well you have behaved in the lesson

O = outstanding, this is an extra point that you can earn in the lesson for excellence, such as prolonged hard work excellent engagement, helpfulness and many other things.

The points you earn will be tallied at the end of each lesson with the teacher and recorded on your weekly sheet and the sheets will be returned to a central file at School at the end of each day. You will begin a new sheet each week. The same system or similar will be used where pupils are attending external provisions.

Your weekly totals will be recorded and your points will accumulate into rewards.

Rewards
The total number of points you could earn in a week is 125. A voucher will be awarded after a 2 week period for achieving 80% of the total number of points. If you are awarded 100 points, you will be entitled to do an activity of your choice during the following week. The weekly points will be added up each week over the half term and if you are awarded 80% of the possible total, you will be awarded a voucher.

6. Consequences

1. It is important for our children and young people to clearly link a specific behaviour with its consequence.

2. The consequence needs to be a natural consequence, which makes sense to a child.

3. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this child or young person to manage?

Using the positive behaviour management principles teachers will use the language of choice to enable the locus of control to remain with the child. Where students make inappropriate choices and behaviour is poor, staff will carry out the sanction offered in the language of choice and an ABC form will be completed. Incidents will be discussed with the Deputy Head Teacher in the first instance and decisions will be taken about informing parents. Our

overwhelming principle is to keep students safe and to ensure that our response reflects the meaning of the behaviour.

Depending on the circumstance, sanctions include:

- A verbal reprimand.
- Loss of reward points
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; or removing graffiti.
- Regular reporting including early morning reporting☐In more extreme cases schools may use temporary or permanent exclusion
- Internal exclusion (see exclusions policy)
- And, in severe cases, External exclusion (see exclusions policy)

DAMAGE/VANDALISM TO SCHOOL PROPERTY

In a setting like ours, some accidental loss or damage to resources and fair wear and tear are accepted as a fact of life and the School's budget makes due allowance for this.

However, deliberate, wilful or negligent loss of or damage to the School's resources not only puts an unfair strain on the budget but denies or compromises the opportunity and right to learn.

For these reasons, it is the policy of the School that those causing wilful loss or damage will be charged for the loss or damage appropriately.

It is school policy to fully investigate any incident of damage to school property. This will include vandalism of school resources or buildings.

Any damage incurred will be assessed and photographed as evidence when required. A copy of the photograph will be sent to parents/carers together with a request for a contribution towards the cost of repair or replacement of the object that has been damaged or vandalised.

1) Loss of /irreparable damage to books, IT equipment, PE equipment, DT tools etc., the School shall claim the "market rate" for repair or replacement.

2) Damage to the structure of the buildings, furniture etc.: the School shall claim the cost of the repair (e.g. broken window, chair, etc.) or an appropriate replacement.

3) Where damage has been sustained to the fabric of the School or equipment due to the criminal behaviour of others, the School shall actively co-operate with the police authorities with a view to seeking restitution and possible prosecution.

Reparation (means repairing relationships, or 'making good' in some way)

We believe that children and young people should always be given the opportunity to repair, and that they want to do this. Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the other person(s) involved/affected. Unresolved difficulties can make

children and young people very anxious and this can cause behaviour to escalate or become habitual.

Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, eg

'I liked the way you came the first time I asked.'
'I noticed how kindly you supported _S_. Thank you.' 'Thank you for returning to the activity so promptly.'

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

Children and young people with exceptional behavioural needs

The majority of children and young people at the school will respond positively when staff work within these guidelines but some of our children and young people need additional support to learn to manage their behaviour.

We do this by:

- Working in line with this Policy
- Putting in additional scaffolding, tailored to the specific needs of each child or young person.
- Multi-agency review
- Observations in a range of contexts, including home visits
- Medical investigations to ensure that the pupil is not in pain or unwell
- Making the routines/strategies more detailed
- Drawing up a 5 point scale for recognising and managing anxiety and consequent behaviours, detailing mutual and self-regulating action to be taken when identified behaviour occurs. This is developed with the pupil, and shared with parent and other staff
- Applying the school's SCERTS model practice
- Drawing on additional resources from beyond the school, eg CAHMS, EP support, Disabled Children's Team and medical specialists
- Parental and family support to implement changes in strategies

Some children need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a pupil's learning day, we always plan jointly with the parents and carers and the Multi Agency Support Team in their home Local Authority, the Local Education Authority and external agencies.

7. Bullying (including Cyber-bullying)

- We do not tolerate bullying
- Bullying should **never** be ignored
- **All** instances of bullying must be recorded
- Parents and carers should be informed by staff via telephone or in face to face contact
- Every instance needs to be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
- Children and young people need to be supported to develop age appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying

Further guidance is available in the school's **Anti-Bullying Policy** which is available on request from the school and on our website.

8. Discriminatory language/incidents

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are **not acceptable** within our school's community
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- They **MUST** be recorded appropriately, including all follow-up action
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other

Further guidance is available in the school's **Equalities Policy** which is available on request from the school.

9. Positive Handling

Positive handling is the positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury either to him/herself, a member of staff, another child or young person, or property.
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- Should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised **training**, and this is up-to-date
- Should **only** be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect
- If used, it must be in line with the guidance in the school's **Physical Interventions and Positive Handling Policy** and recorded in the school's incident recording system
- If restraint is used, parents/carers need to be contacted before the child arrives home

Restricting Liberties

At the school, children and young people may **never** be

- Locked in a room alone, without support and supervision
- Deprived of food/drink
- Denied access to a toilet

In exceptional circumstances a pupil may be secluded in a safe space to reduce overall risk to him/ herself or others. There must always be at least two adults present and a senior member of staff must be notified immediately.

If a pupil is secluded the incident must be fully recorded, and it must be shared with parents/carers, notified to the Local Education Authority and Safeguarding and Social Care, or a consultation call with the relevant MASH team (Multi-Agency Safeguarding Hub) if the pupil is not known to the Disabled Children's Team.

A multi-agency planning and strategy meeting must be arranged at the earliest opportunity following an incident of seclusion. The child's risk assessment must be updated to reflect the exceptional use of seclusion.

Any incidents of seclusion must also be shared with appropriate members of the board of trustees.

Corporal punishment is illegal and is never used at the school.

Contingent touch may be used **appropriately** eg pat on shoulder in a public place, in the appropriate context in line with positive handling training and policy guidance.

10. Monitoring

- We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the child or young person; this is partly achieved via monitoring and reflection.
- The Headteacher, Deputy Headteachers and Key Workers monitor behavioural antecedents, incidents and consequences regularly to identify any potential trends or patterns.

11. Fixed-term Exclusions

We do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

12. Permanent exclusions

It is extremely rare for us to permanently exclude a pupil at the Southover partnership School.

In the event that Southover Partnership School is not able to meet the needs of an individual pupil, we will ***always aim*** to work with the child and young person's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Board of Trustees, relevant Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils in their placing/home Local Authority.