



POSITIVE MANAGEMENT OF BEHAVIOUR POLICY

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RATIONALE

Seadown School seek to create a school environment which encourages and reinforces positive behaviour and mutual respect for all. Seadown School acknowledges that if pupils and staff feel safe and secure this will have a positive impact on teaching and learning. Staff also recognise that difficulties in controlling behaviour or understanding social interaction or norms may form an intrinsic aspect of some SEN.

Through positive management strategies, the curriculum, individual educational and behaviour programmes, all pupils are supported to access all aspects of the school community.

This policy should be read in conjunction with the school's RESPECT agenda and the policy for Absconding.

OUR AIMS AND PRINCIPLES

Our policy:

- Aims to articulate the central values, rights and responsibilities which underpin the management and development of student behaviour within our school.
- Will have principles of Restorative Justice as its central pillar. *Restorative Approaches will offer an alternative to the traditional responses to challenging behaviours:*

Restorative Approaches offer a framework that enables young people to develop their social and communication skills. We believe that Restorative Approaches are a fundamental component in helping the School Community to achieve our aims.

Our Aims:

- To use Restorative Justice as an educative approach, to help those involved to learn how to change.
- To provide a safe and secure environment for all
- To promote the positive behaviour of all pupils
- To support the positive access of all pupils, whatever their special educational need, to all aspects of the school community.
- To provide a clear and consistent framework for appropriate behaviour which is known, agreed and supported by staff, pupils, parents and governing body.
- To promote respect for peers, adults, and the environment
- To approach the management of behaviour in a positive non-confrontational way that is supported through learning and environmental structures and routines.

- To plan and implement individual behaviour management programmes for pupils as a priority area.
- To work closely with parents, carers and other agencies to provide consistency of approach and shared expectation.

SCHOOL EXPECTATIONS

The Staff acknowledge that the standards of behaviour set by the School are goals to work towards and therefore are not identified in terms of what pupils can or cannot do. Thus the School has a central role to play in supporting the pupils' social, emotional and moral development just as it does in their intellectual development.

The School also takes into consideration that each pupil brings to school a wide variety of behaviour patterns based on their stage of development, special educational need and differences in home values, attitudes and parenting skills.

At school we work towards standards of behaviour based on the basic principles of mutual respect, consideration, caring and responsibility for oneself and others and honesty. It follows that acceptable standards of behaviour are those which reflect these principles.

SCHOOL ETHOS

All school staff have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other. As adults we aim to:

- Create a positive climate with realistic, but challenging individual, expectations for pupils.
- Emphasise the importance of being valued as an individual within the group.
- Promotes, through example, respect for others, courtesy and fair treatment for all regardless of age, gender, race, culture, religion, ability or disability.
- Provides a caring and effective learning environment.
- Encourages relationships based on kindness, respect and understanding of the needs of others.
- Ensures, acknowledges and celebrates the achievements, efforts and contribution of all.
- Create a positive climate with realistic, but challenging individual, expectations for pupils.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, respect for others, courtesy and fair treatment for all regardless of age, gender, race, culture, religion, ability or disability.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure we acknowledge and celebrate the achievements, efforts and contribution, of all.

Principles of Restorative Justice

- Focus on harm caused by the wrong-doer and actively seek ways of repairing that harm.
- Help create dialogue and communication.
- Are fair, open, and honest; treating all participants with respect.
- Within a safe environment; will allow all participants to engage, learn and gain a shared understanding.
- Should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural (and cultural) change.
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

The Restorative Questions:

- *What happened?*
- *What were you feeling / thinking at the time?*
- *What do you think / feel about it now?*
- *Who has been affected by what has happened?*
- *In what way?*
- *What impact has this incident had on you and on others?*
- *What has been the hardest thing for you?*
- *What do you think needs to happen to make things right?*
- *What do we need to do make sure this doesn't happen again?*

The questions are neutral and non-judgemental, they are about the wrong-doer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

How to use the Restorative Questions:

The Restorative Approach model can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrong-doer and the harmed including working with whole classes. Examples of restorative approaches in action include:

- Restorative Chat – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up; individual member of staff takes initiative and leads process.

- Corridor/Impromptu Conference – informal conference that does not include formal preparation, but may include an informal contract and a follow up; individual member of staff takes initiative and leads process.
- Circle or Classroom Conference – a more-structured conference that requires a degree of pre-conference preparation and, possibly, a contract, debrief and a follow-up session. Referral for support can be made to the BT for the students concerned.

Unsuccessful conferences or refusal to take part:

Unless all have agreed to take part in a Restorative Intervention, it will not proceed; all have to be willing participants. If, during an intervention, any of those taking part are unable or unwilling to proceed, the intervention will close and an alternative resolution will be implemented.

If those involved fail to comply with expectations of the agreement, alternative solutions including the schools sanctions may be negotiated or applied to the wrong-doer.

THE CURRICULUM AND LEARNING

We believe that it is an appropriately structured curriculum and effective learning opportunities that builds on the pupil’s present development and contributes to positive behaviour. In addition, specific aspects of the curriculum will support the development of communication, interactional, social, personal and positive behaviour skills and be practised in a range of cross-curricular activities and environments.

Specific behaviour management programmes for individual pupils will be identified through IBMPs and associated Individual Education plans. Additional support may be obtained to extend the knowledge and expertise of staff.

SUPPORT PLANS

Personal, Social, Emotional and Mental Health Profile:

- Provides background information on the pupil’s school experiences prior to attending Seadown School
- Designed to highlight a pupil’s behavioural progression since attending Seadown School

Personal, Social and Emotional Development Assessment (PSED):

- Tracks the pupil’s attainment stage of personal and social development

Individual Education Plan (IEP):

- Written to support the pupil and staff in targeting specific behaviours
- Sets small attainable targets in English and maths

Individual Behaviour Management Plan (IBMP):

- Provides background information on emotional and communication factors
- Highlights triggers and indicating behaviours of the pupil
- Provides positive support strategies for staff to implement
- Supports the staff in using effective de-escalation and response techniques
- Provides a structured intervention to manage and support pupil behaviour

All Behaviour Plans should:

- Be individualised for each pupil
- Be agreed by a senior staff member and parents/carers.
- Be written with some involvement of, and consistently implemented by, the staff that are most familiar with the pupil.
- Be discussed with the pupil where appropriate.
- Be reviewed at regular intervals.

Risk Assessments (RA):

- Designed to highlight the types of behaviours presented and the level of risk this imposes, to enable appropriate support to be in place

CLASSROOM MANAGEMENT

The School believes that classroom management, routines, environmental structure and teaching methods have an important influence on pupils' behaviour. The classroom environment should be set up to support positive behaviour and give clear messages to the pupils about the extent to which they and their efforts are valued.

Classrooms will be organised to support pupil access to learning, on-task behaviour, alternative appropriate social and interactional skills and independence. Materials and resources should be arranged to aid communication, understanding, accessibility and reduce anxiety, uncertainty, frustration and disruption, e.g. clear timetables.

Change in routine or transition from activity or area of the school may cause particular anxiety for some pupils. Additional reassurance or preparation; tactile, visual or auditory aids may support them and decrease inappropriate behaviour.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should reflect differentiation and support active participation where appropriate. Lessons should aim to develop the skills, knowledge and understanding that will enable the pupils to work, play and socialise in co-operation with others. Where appropriate, specialised teaching and learning approaches, styles and structures will be incorporated within pupils' learning programmes.

RULES AND PROCEDURES

The School believes that rules and procedures that form part of clear structures and routines are clearly defined and when consistently applied help the pupils to understand what is expected of them. The following principles will underpin the formation of rules:

- They will be kept to a necessary minimum.
- They will be positively stated, telling/showing the children what to do rather than what not to do.
- Everyone will be actively encouraged to take part in the promotion of the rules.
- Rules and procedures will promote the idea that every member of the school community has responsibilities towards the whole.
- Rules should ensure the safety of the pupils themselves, others and support a learning culture.
- Individual classrooms may adopt supplementary rules, if it is seen appropriate to support pupil's understanding and wellbeing.

Seadown School has adopted a RESPECT Agenda. This is clearly displayed in classrooms and corridors. Regular lessons in Personal, Social and Emotional Development take place where these principles are the focus.

REWARDS

Our emphasis is on rewards to reinforce appropriate, rather than inappropriate, behaviour. Rewards for individual pupils will vary. Appropriate motivating rewards for individual pupils will be identified through observations and reward assessments.

Rewards may be different to suit a range of pupil's ages, needs and understanding. They may be immediate or delayed, basic or complex and may need to be changed frequently to maintain their motivational value.

Some examples of rewards are:

A favourite object or activity, agreed privileges, verbal and non-verbal praise, stickers, tokens, whole class reward schemes, daily or weekly nominations related to good work or behaviour, achievements celebrated in a school assembly, special certificates, good news notes sent home, staff telephoning parents and visual markers in the form of the daily BEAM sheets, if age appropriate.

The School will always promote a movement away from external to intrinsic rewards.

SANCTIONS

Although the School sees rewards as central to the reinforcement of appropriate behaviour, and always aims to use the 'restorative Justice' approach, realistically there is also a need for pupils to develop an understanding of the consequences of their actions. This may need to involve sanctions to register the disapproval of unacceptable behaviour and to protect the safety, security and stability of the school community.

The use and type of sanctions applied will depend on the individual needs of the pupils and their level of conceptual development. In general, appropriate sanctions will form part of any behaviour plans for individual pupils and may include; removal of adult attention through tactical ignoring of inappropriate

behaviour, some time out to cool down, explicit disapproval of inappropriate behaviour or withdrawal of privileges. *Note that we believe that break periods are seen as a right of the child and not as a privilege, but the health and safety of all individuals remains paramount so decisions will be made on an individual basis.*

For our pupils, who each have behaviour plans, the management of inappropriate behaviour will be clearly set down and agreed by everyone concerned with the care and education of the pupil.

COMMUNICATION, PARENTAL AND MULTI-AGENCY PARTNERSHIP

We value two-way communication to create 'positive partnerships'; especially with parents/carers since we believe that these are crucial in promoting and maintaining positive behaviour across the settings. Where the behaviour of a pupil is giving cause for concern it is important that all those working with them are aware of those concerns and of the steps which are being taken to support the pupil at school. The key professional in this process of communication is the class teacher who has the initial responsibility for the pupil's welfare. Early warning of concerns may be communicated to a senior staff member or the Head teacher.

When specific behavioural management strategies are to be introduced it is the responsibility of the class teacher to inform others at an appropriate staff meeting so that all adults implement a continuity of approach. This is important as it ensures that pupils are not left confused about what is expected of them.

If it is appropriate we will liaise with any outside agency, such as a speech and language therapist, if it is felt that it will be of benefit to support the education and welfare of each student.

PROCEDURES FOR THE MANAGEMENT OF INAPPROPRIATE BEHAVIOUR

- Any concerns regarding behaviour will be shared with the appropriate senior staff (Line Manager). The Head teacher may also be kept informed at different stages in any procedure.
- Observation schedules and/or 'ABC sheets' may be implemented to identify possible functions or reasons for behaviour. Support will be requested from other professionals if required.
- Intervention programmes / behaviour plans will be produced, agreed, implemented, monitored and reviewed on a regular basis by the staff concerned.
- Parents/carers will be invited to take an active role in discussions and, if appropriate, practical implementation of any behaviour programmes within the home environment can be discussed and supported.
- In all cases records will be kept by the class teacher of the frequency of inappropriate behaviour and the impact of any intervention programme.
- Records will be maintained if or when harm occurs to the pupil, others or property.
- Where incidents happen, records will be kept upon the school's 'Management Information System' on a daily basis to form a behaviour log. This helps to highlight where difficulties arise most often.
- Monitoring and evaluation of behaviour programmes is the responsibility of the class teacher.

- If physical support/management including physical interventions of the behaviour is required, parents/carers will be asked to agree in writing.
- Every incident of PRICE intervention (a trained de-escalation and physical intervention programme), must be recorded through our Scholarpack database; the school's Management Information System.
- Parents/carers will be informed when a PRICE physical intervention has been used to support their child.
- Physical management of behaviours will only be used as a last resort; be detailed as part of the pupil's behaviour plan and, wherever possible, implemented by staff trained in 'PRICE': See *Appendix 1*

APPENDIX 1

Using PRICE methods for physical intervention and 'reasonable force'

All staff at Seadown School have received PRICE training. PRICE Training is an organisation with an accredited programme under the British Institute of Learning Disabilities (BILD) Physical Intervention accreditation scheme.

The 1996 Education Act (Section 550 A) stipulates that 'reasonable force' may be used to prevent a pupil from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom, during a teaching session or elsewhere within school (this includes authorised out-of-school activities).
- Serious self – injuring
- causing injury to others
- committing a criminal offence
- damaging school property

Definitions of positive handling

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself/ herself, others or property.

"The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause" (*paragraph: 3.4 page 10. DfES Guidance ref: LEA/0242/2002*)

The three types of positive handling are further described as follows:

1. Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils and in order to support their access to a broad and balanced curriculum.

2. Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant. Guiding a pupil to a safe outside area, or withdrawal room

3. Physical Control/Restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents must be recorded and be stored in an accessible way. The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

In this school, staff have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Reasonable force will only be used as a last resort when all other behaviour management/ de-escalation strategies have failed or when pupils, staff or property are at risk.

De-escalation and Restorative Justice strategies may include:

- Verbal advice and support

- Using diversion
- Using diffusion
- Using negotiation
- Choices/consequences
- Time out offered
- Re-assurance
- Planned ignoring
- Humour

Additional reference documents:

- 'Guidance on the Use of reasonable force in schools'; *Department for Education, 2013*
- 'Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties;' *Department for Education 2003*; www.teamteach-tutors.co.uk/guidance/documents/DfES_Sept03.pdf

Staff Training

Seadown School acknowledges that physical intervention techniques are only a part of a whole school approach to behaviour management. The school uses a qualified PRICE Trainer and Child Protection co-ordinator. Training will be delivered on an annual basis however refresher courses are available on a needs based approach and procedures are in place to monitor incidents.

Authorised staff

All full time / consistently regular staff members in the school are authorised to use physical interventions as required to support diversion and diffusion of a crisis situation and staff trained in PRICE will be authorized to use physical interventions as a last resort when alternative strategies have failed.

Staff have a duty to inform the appropriate Senior Leadership staff member of any injuries which affect their ability to handle children.

Action after an incident

The senior staff member leading behaviour will ensure that each incident is regularly reviewed. Any incident resulting in any injury may then be investigated further by the Head teacher as required.

If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Behaviour Plan
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Policy
- Exclusions Procedure, in the case of violence or assault against a member of staff
- The member of staff will be kept informed of any action taken.
- In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

APPENDIX 2

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Use of physical force that is unwarranted, excessive, or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force should be dealt with under school disciplinary procedures.

Searching Pupils

If the Head Teacher has reasonable grounds for suspecting a pupil of concealing a particular concerning item she may feel the need to search a pupil or his property in the interests of the safety, security or well-being of other pupils, staff and, possibly, of the pupil concerned. This policy reference has been made according to ***'Screening, Searching & Confiscation', DfE November 2012'***

Before making the decision to search a pupil the cause for concern should be discussed with the child and their co-operation requested. Searching a pupil is a last resort. Searches may only take place in the presence of a member of another staff member and with the consent of the child. Searching should be restricted to outer garments and pockets, bags and jackets etc.

If the pupil refuses to disclose willingly the item they are suspected of concealing, the school should consider contacting the parent/carer to agree on and support reaching a resolution.