

Alfriston School

Positive Behaviour Policy

Policy Objectives:

- To provide guidance for staff, parents, governors and other stakeholders on how we keep pupils safe
- To provide a framework for our collective beliefs around human behaviour as it relates to the pupils we teach
- To provide an inclusive model for our understanding of behavioural needs
- To underpin our beliefs with evidence based practice and current research

KEY BELIEFS

At Alfriston School we believe that:

- Our pupils want to behave well
- 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 pupils can learn to improve their behaviour and manage well.
- Mistakes are part of the learning process and we recognise that all of our pupils 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

We adults can support the pupils in our school by:

- The quality of our relationships with each other and them
- The quality of our provision
- A well-informed understanding of their needs
- The scaffolding we put in place
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned
- Working in close partnership with parents and carers
- Investing time to allow children to practise and make mistakes

The scaffolding consists of:

- Accessible modes of communication
- Clear and realistic expectations
- Rules

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- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

School Rules

Everyone has the right to:

- Respect
 - Learn
 - Be safe
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- We will listen to staff, follow instructions and try our best
 - We will be kind and respectful to each other
 - We will act responsibly and safely

These rules are discussed with pupils at the start of each term in pastoral groups and they are reinforced at other key times during lessons and pastoral time.

Rewards and Consequences

Rewards

- Descriptive praise
- Symbolic rewards
- Communication with parents and carers to inform them of the behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

Consequences

1. We believe that sanctions or punishment are not an effective way to change behaviour:

Example:

Behaviour	Consequence
Child or young person disrupts activity or behaves in a way that makes other children feel unsafe	<ul style="list-style-type: none">○ Child or young person has a break○ Child or young person is supported by an adult to consider their behaviour

	<ul style="list-style-type: none">○ Child or young person apologises to the group, for his/her specific actions and carries on with the activity.
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2. It is important for our pupils to clearly link a specific behaviour with its consequence.
3. The consequence needs to be a natural consequence, which makes sense to a child.
4. 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?

To help pupils understand expectations within behaviour some sanctions may be used. This might include staying behind at break or lunch to complete work, a break-time detention or a red card.

Pupils with exceptional behavioural needs

The majority of pupils at the school will respond positively when staff work within these guidelines but some of our pupils 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 Risk Assessment and Positive Handling Plan detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parent and other staff
- Drawing on additional resources from beyond the school, e.g. CAHMS, EP support, Disabled Children's Team and medical specialists
- Parental and family support to implement changes in strategies
- Working with Head of Well-being

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, The Local Education Authority and external agencies.

Bullying (including Cyber-bullying)

- We do not tolerate bullying
- Bullying should never be ignored
- All instances of bullying must be recorded

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- 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
- Pupils 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**.

Discriminatory language/incidents

- Although 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 **Equality Objectives**.

Restraint

Restraint is the positive application of appropriate 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.

- Should rarely be used, and only by staff who have had the recognised **Team Teach** training, and this is up-to-date
- Should only be used if the pupil is putting herself or others in danger and where failure to intervene would constitute neglect
- If used, it must be recorded in the school's incident recording system
- An **Individual Risk Assessment and Positive Handling Plan** will need to be carried out for some individuals with an identified risk – this might apply when an individual pupil needs physical interventions, using Team Teach strategies as a part of an ongoing behaviour management plan.
- Staff need to be able to establish the possible consequences of using a particular Team Teach method or methods of physical intervention when difficult behaviour occurs.
- Update the child or young person's Behaviour Plan including the Team Teach physical interventions which have been successful and share with relevant colleagues
- If restraint is used, parents/carers need to be contacted before the child arrives home

Monitoring

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Consistent behaviour management throughout the school is important to everyone, (appropriately adapted to the age/ability of the pupil); this is partly achieved via monitoring and reflection on a regular basis.

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 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.

Permanent exclusions

In the event that Alfriston 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 Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

Positive handling

Staff receive up-to-date behaviour management training; in addition, we have a number of accredited Team Teach tutors on the staff. We believe that positive handling should be rarely used. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

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- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be **proportionate, reasonable** and **necessary**.

All staff have a **duty of care** to pupils. If staff take no action, and the outcome is that a child injures herself, or another, including staff, this could be seen as negligence.

Further guidance is available in our **Positive Handling Guidance**

Pupil's behaviour outside of school

The Headteacher or Deputy Headteacher will investigate reports of misbehaviour after school hours, following the guidance in this policy. This could include inappropriate behaviour:

- on transport to and from school
- in a pupil's local community (when wearing school uniform or is in some way identifiable to the school)
- has repercussions on the running of the school day
- is a threat to another pupil, member of staff or member of the public
- could affect the reputation of the school

Allegations of abuse against staff

If a pupil makes an allegation against a member of staff, then full guidance is available in – **Allegations Against Staff Policy**

Additional related policies:

Screening, Searching and Confiscation document

Positive Behaviour Policy - GUIDANCE

KEY BELIEFS EXPLAINED

We believe that -

Pupils want to behave well

We believe that our pupils are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community.

Behaviour and Communication - How children behave gives us important information about how they are feeling.

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Supporting children to effectively communicate is a very important part of supporting pupils to behave appropriately.

Children with complex needs will need a personalised approach to behaviour management

Pupils can learn to improve their behaviour. Some of the pupils at Alfriston School find learning difficult: learning new behaviour is a task, just like learning to read or write.

As adults, we must consider the learning styles and needs of pupils; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.

Most of our pupils learn in small, incremental steps over a very long period of time.

Mistakes are part of the learning process. We don't make a judgement about it – instead we support our pupils to get it right.

All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Alfriston School we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.

This can be very difficult especially if a child is aggressive or targeting others in a very focused way. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond. (Lead professionals, Teacher Mentors, Educational Psychologists, CAHMS, etc.)

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development - our commitment to Coaching and Mentoring, reflective practice and peer support improves performance and professional competence.

Adults can support pupils by:

The quality of our relationships with our pupils. These relationships are crucial. Each adult is a significant adult for our pupils. To foster successful, enabling relationships we need to:

- Actively build trust and rapport – they have to be earned: they're not given
- We should have high expectations for all pupils and when we demonstrate our belief in them, it supports them to succeed.
- We treat pupils with dignity and respect at all times, e.g. by saying 'thank you'; by communicating carefully and clearly in a way that is accessible to them and their current level of need
- Adults should listen respectfully to the child or young person, and make a judgement about how/when to respond
- Invest in your relationships with the children and have fun together
- Consider what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify

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- See things through, e.g. consequences in place as a response to particular behaviours, both desirable and undesirable
- Keep our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly and honestly about why this has happened
- Identify the strengths in the child or young person – identify these with the child and build on it. If a child is not able to do this, advocate for the child within the team or professional group
- Apologise if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect
- Name and manage your own emotional reactions to pupils' behaviour, i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person
- It is important to resolve difficult feelings about children's behaviour – it is unhelpful history. Focus instead on getting it right in the future
- Quietly but firmly hold appropriate boundaries for the pupils
- Seek support from wider professional networks to problem-solve challenging behaviour
- We are always respectful to children; we do not talk about them over their heads or in front of other children
- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them

The quality of our provision:

If we are able to meet each child at her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop. To do this we need to:

- Accurately assess the child or young person's needs
- Plan to meet the child or young person's range of needs specific to the plans drawn up in IEPs and Annual Reviews
- Support the child to develop high levels of resilience and have high expectations for every child
- Support pupils to develop high self-esteem, so that they believe that they can succeed
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the child to do
- Know what motivates each child or young person
- Personalised learning to ensure that we meet each child or young person at his/her point of development
- Where appropriate, include the pupils in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)
- Give the child or young person feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress
- Praise the pupils for their specific achievements, i.e. descriptive praise and do this often
- Actively teach the pupils behaviour for learning

The scaffolding we put in place – by this we mean all the things we do to support our pupils to manage their own behaviour successfully.

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Routines support our pupils by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. The more consistency there is over routines, the easier it is for our pupils. Routines also support behaviour for learning.

The language of choice

This is part of helping our pupils 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.

This communication:

- Increases pupils' 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

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

We believe that pupils should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the child or young person's mind on the punishment, rather than what she did. This frequently leads to pupils feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Where developmentally appropriate, we support pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even children with complex difficulties can be supported to repair: we can't make assumptions about what children feel. Unresolved difficulties can make pupils 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, e.g.

'I liked the way you came the first time I asked.'

'I noticed how kindly you supported __. Thank you.'

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'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.

Alfriston School - Ten Top Tips for encouraging good pupil behaviour

1. Modelling good behaviour
2. Consistency: Do what you say you are going to do and ensure pupils know your expectations.
 - o Individualised consistency – knowing what works best for different pupils.
 - o Consistent application of rules.
3. Expectations – be clear
4. Clear systems and procedures for when there is a break-down between the classroom teacher and a specific pupil, especially for one person departments.
5. Descriptive praise
6. Recognise good behaviour
7. Focus on 'invisible child': make sure they are rewarded
8. Distraction / humour
9. Follow-up / debrief: Avoiding red cards wherever possible and look for alternative strategies / member of staff to deal with. Repairing and reflecting on the situation. Follow-up after red cards.
10. Use of peers.