

Sidestrand Hall School

Promoting Positive Behaviour Policy

(Links to: Physical intervention policy, Exclusion policy, Anti-bullying policy, complaints policy)

This policy takes into account statutory information and guidance contained in, or provided by, the following documents. It is the responsibility of the Senior Management Team to ensure staff are sufficiently briefed regarding their legal responsibilities:

- Education act 1996
- The Education and Inspections Act 2006
- School standards and Framework act 1998
- Education Act 2011
- Equality Act 2010

Sidestrand Hall School seeks to create a happy, secure environment. Where everyone at the school can experience success, respect for their individuality and realise their unique potential.

We will -:

- Involve pupils in decisions regarding their education, care and managing their lives.
- Nurture talents and abilities of the individual.
- Promote success in learning by encouraging a sense of curiosity and love for learning so that it will develop a determination to achieve beyond expectations.
- Work in partnership with parents, other schools, agencies and the outside community to promote an inclusive education and sense of citizenship.
- Promote independence, encouraging intellectual, emotional, spiritual and healthy growth so that pupils can develop lifelong learning.
- Respect each other, working together so that everyone feels equally safe and valued.
- Provide an enriching and challenging curriculum which addresses person centred approaches relating to individual needs.

Adults

The Head Teacher, governors and staff believe that all members of the school community should-:

- Show respect for one another.
- Avoid confrontation by managing conflicts and defuse by constructive de-escalation strategies.
- Work together to enhance learning and self-esteem.

Pupils

It is our aim to promote positive behaviour in our pupils to-:

- Promote and provide a stable and safe social learning environment.
- Develop self-regulation and discipline of our pupils by supporting and encouraging them to be responsible for their own behaviour and understand that their actions have consequences and affect others.
- Show respect for the school environment and its resources.
- Involve pupils in discussing and commenting on their own behaviour.

Parents/Carers

Sidestrand Hall School is required to have a home/school agreement, and parents/carers are required to sign this. We also ask that parents support the school and our pupils by-:

- Supporting decisions made by the school in relation to behaviour, uniform, and general conduct
- Allowing students, where possible, to attend trips, visits and other educational experiences.
- Informing the school of any changes to personal circumstances, medical issues, or anything that may affect pupils when in our care.

Home/School Agreement

The Home/School Agreement makes clear our expectations regarding the promotion of positive behaviour in our school. We will contact parents/carers if we have any issues or concerns surrounding their child.

Roles and Responsibilities:

1. Governors

The Governing Body will ensure that there is a Positive Behaviour Policy in place and review its implementation annually.

2. Head teacher

The Head teacher will oversee the implementation of the Positive Behaviour Policy, evaluate its success periodically with staff, and report to Governors at least annually on its implementation.

3. Deputy Headteacher (Behaviour)

Is responsible for regularly monitoring behaviour through scrutiny of incident forms/playground incidents/violent incidents etc. Fortnightly behaviour meetings will also take place, as well as termly analysis of records.

4. Senior Leadership Team/Heads of Department

Members of the Senior Leadership Team will ensure that:

- The Positive Behaviour Policy is active in their areas and that all areas of concern are shared with their staff.
- Staff are supported in implementing strategies to support pupils.
- OPP's/Behaviour Plans/Individual Risk assessments are in place outlining the support individuals need in achieving positive behaviour.
- The OPPs, Behaviour Plans and Individual risk assessments are monitored and evaluated twice per year.
- Training is offered and up to date for all staff.

5. Whole School Staff

All school staff will work together to implement the Positive Behaviour Policy, using a consistent approach and acting as positive role models. This policy has been put together in consultation with all school staff and parents who have all had the opportunity to share ideas, strategies and best practice.

Code of behaviour – Our school rules

1. Do as you are asked by an adult first time
2. Keep your hands and feet to yourself
3. One voice at a time- kind words only
4. Right place-right time-right stuff
5. Keep everything and everyone safe

Teaching and Learning How to Behave: Prevention

At Sidestrand Hall School we believe that pupils need to learn positive behaviours and take an active role in being responsible for how they behave and their actions. Every available opportunity is made to teach, model and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills. Preventative planning and intervention at an organisational, classroom and individual level can help alleviate situations by allowing pupils to remain composed, maintain their self-esteem and continue their activities in a positive way.

Opportunities are planned and delivered through our school curriculum. Positive Behaviour is promoted through:-

- Positive Role Modelling: Building positive relationships with staff and pupils, modelling good behaviour and rewarding behaviour, in line with our rewards and sanctions policy
- PSHCE:
- SMSC and Assemblies: School assemblies are undertaken on a weekly basis, themed assemblies and achievement.
- Regular opportunities are made for staff training and INSET to support staff in developing inclusive curriculum opportunities and practice, as well as behaviour management.
- Structure and Routines: Whole school/class and individual routines are clear and consistent to promote and improve positive attitudes to learning. This is achieved through imaginative planning that takes into account engagement, different learning styles and visual support strategies. Class and individual visual timetables are used to support our pupils throughout the school day.
- Dinner times and playtimes: Structures are put in place to promote and develop calm dinner times and happy playtimes.
- Music and the performing arts: Planned curriculum opportunities are in place to raise self-esteem including performing plays, talent shows, theme days, outside theatre performances etc.
- Use of the House System to put in place competition, learning activities, and other opportunities for students across the school, including team working and House based projects.

- PE Curriculum: Inclusive PE and School Sport sessions are delivered by specialist teachers across the whole school. Emphasis is placed on developing confidence, core skills, partner work, team games/building. This happens through intra and interschool opportunities, links with local mainstream and special schools, opportunities for team competitions, festivals and celebrations.
- TRIPS/Residential Holidays: Pupils have the opportunity for regular class visits linked with curriculum topic areas. In addition to this, visitors and speakers are regularly invited to come and speak to our pupils.
- School council is in place to allow students to take an active role in the running of the school, and involve them in the decision making process.
- The Transition co-ordinator is in place to ensure the smooth integration of pupils into the school, new key stages, or onto other stages of their lives.
- ELM (Education and Learning Mentors) are in place to assist students with support for a broad range of issues, and assist staff with the delivery of rewards.

Specific Support: Working with individual/small groups of pupils with complex needs

At Sidestrand Hall School we recognise that some pupils require extra support/differentiated opportunities in order for their specific needs to be met.

- Managing Transition: Many of our pupils find transition times difficult (e.g. arriving at/leaving school, lunchtimes/moving between lessons). Support can be put in place through the use of visual timetables and adult support. These strategies help pupils to cope with these transitional times more successfully during the school day.
- Visual Support: Individual or class visual timetables are used to support pupils in class. Positive behaviour reminders, smiley face charts and PECs (Picture exchange communication system) and Signalong can also be used.
- Social Stories: Where necessary, some pupils have specific visual reminders made for them that model expected behaviour.
- Protective behaviours: Specialist provision in Protective Behaviours is planned and delivered to ensure pupils know how to keep themselves safe and seek support if needed. Targeted support (ELM) is provided for individual or small groups of pupils to support understanding and the recognition of their feelings and the feelings of others.

- ELM (Education learning Mentors) is used as previously described.
- Use of staff/targeted Support: Staffing provision allows for 1:1 support in lessons, transition and play times where necessary.
- One page profiles: These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate.
- Intervention staff will work 1:1 and with small groups, on areas of need identified by staff.
- The Thrive Programme is in place and delivered by tutors and specialist Thrive staff on a 1:1 or small group basis.

Strategies, Praise and Rewards

At Sidestrand Hall School we recognise positive behaviour through praise, affirmation and modelling.

Positive behaviour is never taken for granted but is actively taught and reinforced. A range of rewards are consistently applied throughout the school and staff, pupils and parents are clear on what behaviour is acceptable and the consequences that will follow.

- Creating positive choices/options
- Sharing strategies
- Jobs/Responsibility
- Verbal Praise
- Reward charts (class and individual)
- Awards and Certificates
- Golden Time/Choosing
- Williams Trophy
- Students will earn House Points in lessons for positive behaviours. One for positive behaviour, and one for completing tasks. House points can also be awarded for conduct around school and representing the school in extra-curricular activities and competitions.

Supporting and Understanding Pupil Behaviour

It is important that all staff recognise that there is often an underlying reason for a pupil who displays challenging behaviour. Staff will always work with pupils, parents and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils.

In some situations the use of sanctions may be appropriate in order to support pupils to behave appropriately and learn acceptable behaviours. This enables them to access the learning environment in a positive way. A graded approach to the use of sanctions, clearly explained to the pupils is used throughout the school.

- Early intervention/distraction/diffusion
- Behaviour reminders/use of voice intonation/visual cues/support
- Social Stories
- Time Out – timed and supervised by staff in the classroom or if necessary a different classroom (ELM). Pupils may be supported to reflect on their actions during this time.
- Behaviour Management Plan – for pupils requiring on going planned support
- Physical intervention through use of Norfolk Steps (see physical intervention policy)
- Exclusion – in some exceptional circumstances, and when all other measures have been unsuccessful, it may be necessary to exclude a pupil from school.

Consequences/ Sanctions

It is also important for pupils to learn that there sometimes need to be consequences for their behaviour e.g. when they hurt another child they need to apologise. Staff at Sidestrand Hall School will always ensure that an appropriate consequence follows an incident. Where possible we will use a Restorative Justice (RJ) approach to incidents. It may simply involve asking the child the following questions;

- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned so as to make a different choice next time?

Consequences (either in conjunction with ELM, or in class/school) can take the form of the following;

- Completing tasks
- Limited access to outside space
- Escorted in social situations
- No use of minibus/car
- Assisting with repairs
- Differentiated activity space
- Restorative meetings

Prohibited sanctions

The following sanctions should NOT be used in any circumstances to promote positive behaviour-:

- Corporal punishment (or the threat of it)
- Imprisonment, no child to be locked in a room against their will on their own.
- Deprivation of food and drink
- Deprivation of sleep
- Deprivation of medical or dental care
- Requiring the wearing of distinctive or inappropriate clothing
- Fines
- Intimate physical searches

Procedures for behaviour support, monitoring, evaluation and review

If a pupil is consistently displaying behaviour that is of a concern to staff, the following process can be implemented in order to support their behaviour.

1. An initial observation phase that looks at the Setting, Trigger, Action and Response of the pupils' behaviour. This is completed by the class team over a period of up to 2 weeks.
2. A review of the observation period by class team to highlight/identify behaviours of concern and when and why they occur.
3. Roots and Fruits Tree: useful as a tool to analyse a pupils' behaviour and discuss the reasons or experiences that are causing the behaviour.
4. Behaviour Support Plan: This is put in place to support identified behaviour(s) of concern with agreed strategies/rewards/sanctions as appropriate. This is shared with all staff working with the pupils, the pupils' parents and (if appropriate) the pupil themselves.
5. Individual Risk Assessment: If behaviour is deemed a 'risk', then an individual risk assessment may be completed and attached to the behaviour support plan
6. Review of Behaviour Support Plan: Plans are to be monitored and reviewed on a half termly/termly basis (or as necessary) by classes and behaviour team.

NB – If a student is identified as being at risk of the need for Restrictive Physical Intervention (RPI) a 'Roots and Fruits' assessment, and associated Norfolk Steps planning/risk assessments MUST be carried out by Tutors, in conjunction with ELM and other relevant staff. If a student not previously identified, requires the use of RPI, then the same Norfolk Steps paperwork/planning MUST be completed at the earliest opportunity. Parent will be sent a copy of the plan, and asked to sign and return a school copy.

Positive Physical Contact

At Sidestrand Hall School we recognise the importance of positive physical contact for some of our pupils. Staff and adults should, however, always be aware of sensitivities of any form of physical contact with children/pupils and ensure that they are never in a situation where they are alone with a pupil. However, contact between children and adults might be appropriate for a variety of reasons, including:

- Holding hands with a child in the playground – as per Norfolk Steps protocol
- Calming/reassuring/comforting contact with a child that upset or injured
- Guiding a pupil/child away from a situation or location
- Supporting a pupil in PE/Drama activities
- Using hand on hand/arm support in a lesson

Any physical contact has to be managed in order to make sure that it is appropriate and leaves neither party vulnerable. Factors to consider might include:

- Knowledge of the child, e.g. history/background
- Age (and age difference) – of child and adult
- Context – where, when, why
- Relationship between staff member and child
- Gender

At all times, staff should consider the Norfolk Steps strategies and procedures when dealing with students.

Planned Physical Interventions

Planned physical intervention can be viewed as positive, because it is committed to keeping children and adults safe in a variety of settings. On some occasions there may be a need to physically intervene/support pupils in order to keep them safe or where there is a clear risk. These include-:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Parents will be informed once any such planning has been implemented.

All school teaching staff, teaching assistants and regular cover supply staff are trained in the use of Norfolk Steps (as advised and supported by Norfolk County Council). Staff have an initial one day training course that covers behaviour management and supportive guiding techniques (Step On). Where there is an identified need, further physical intervention training is available through Norfolk Steps (Step Up). All trained staff are required to attend an annual refresher.

Further information on the use of Physical Interventions can be found in the following policy-:

“Physical Interventions in the Management of Challenging Behaviours”

Recording of Incidents.

All incidents should be recorded in order to identify, monitor, track and provide evidence of pupil behaviour/injury etc. All staff to be made aware through induction and training of the correct procedure for the reporting and recording of incidents.

Sidestrand Hall School uses the SLEUTH on line recording system to record both positive and negative incidents. It is the responsibility of staff to familiarise themselves with this system. For support on using SLEUTH please refer your questions to the Head of the behaviour team.

For any incident requiring the use of RPI, a record will be kept in a bound, numbered, and handwritten book. This can be found in ELM.

Support and Training for all Staff

Behaviour management training and physical intervention skills are taught to staff on the Norfolk Steps training day. However additional support and training can be offered as necessary to support staff in dealing with challenging pupils. If this involves Norfolk Steps procedures, then the schools' Norfolk Steps tutors should be consulted. Any extra requirements can be either delivered in house or outside of school, for example: sharing best practice, staff meetings, observing other teachers/staff or attending a course on specific behaviours. ELM or the Deputy Headteacher in charge of Behaviour can assist any member of staff with strategies or provide general support.

Banned items

Under no circumstances should Alcohol, Drugs, or associated paraphernalia be brought onto the school site. Weapons are also banned on the school site, and any prohibited item will be confiscated for the safety of all members of the school community.

Bullying (Please refer to Anti bullying policy)

At Sidestrand Hall School we strive to ensure that our pupils feel safe and happy at school. School is committed to working with staff, pupils, parents and carers to create and maintain school community where bullying is not tolerated and positive behaviour is promoted.

The aim of the Anti-Bullying Policy is to ensure that staff and pupils learn and work in a supportive, caring and safe environment.

Complaints

At Sidestrand Hall School we are committed to ensuring that our pupils feel safe and happy at school. If you are concerned about an incident involving your child or another child please contact the school as outlined below:

1. Class Teacher: All class staff are trained in the first instance to give priority to pupil/parent concerns and to record and pass on appropriate information, if needed to senior staff, staff/parents.

2. If you wish to take matters further then you may wish to contact a Head of Department or designated member of the Senior Leadership Team:

If the matter is still not dealt with to your satisfaction, then the school's Chairman of Governors, Rev Roger Billings, can be contacted through the school office.

If the situation remains unresolved, having gone through the school's normal procedures, parents/carers may wish to contact the Norfolk school complaints team.