

SCHOOL POLICY

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Signature Maggie Carter - Chair of Governors

Maggie Carter



BEHAVIOUR AND WELFARE

Everyone has the right to feel safe, special and have their needs met. Our behaviour policy reflects the importance of social and emotional learning; to ensure that an individual's needs and learning does not adversely impact on another.

Orchard Manor is a community where all pupils are encouraged to behave in an appropriate and respectful way. Staff understand that behaviour is a form of communication, and that understanding and addressing what is being communicated is essential to support our children and young people to manage their behaviour in an acceptable way. Deepening our understanding of how social and emotional learning can be supported and developed is core to our work as schools. There is a strong link between positive behaviour and positive learning outcomes for pupils. Our programmes of social and emotional learning help pupils acquire the skills they need to make academic progress and support personal development.

Policy training, induction and information provided through the website informs staff, pupils and parents of the standards of behaviour expected, how these standards are to be maintained and how unacceptable behaviour is to be dealt with.

We recognise the importance of a consistent approach to behaviour management. It is important to note here, that as all our pupils have their own individual complex needs, each pupil's understanding of, acceptance of, and level of behaviour support is different; therefore, a "one size fits all" approach cannot be taken. General holistic good practice will be used throughout the school in conjunction with individual interventions based on assessment of needs. This policy will be applied equally to all members of the school community regardless of race, religion, sexuality or disability. We are a community committed to tolerance and inclusion.

We have a duty to make reasonable adjustments to environments, policies and procedures so that a behavioural difficulty does not unnecessarily restrict opportunities. The Disability Discrimination Act 2001 still applies when behaviour is the disability. Our policy follows the Department for Education's guidance on what to include in a school's behaviour policy in light of the recent changes introduced by the Education Act 2011 and acknowledges the school's legal duties under the Equality Act 2010 in respect of pupils with Special Educational needs and the SEND code of practice.

Rationale

At Orchard Manor school we believe that the best way to ensure that everyone behaves in a positive way is through the development of strong, trusting, enabling relationships within an environment of safety, stimulation, respect and learning. Underpinning this are our key principles

- Everyone is responsible for promoting positive relationships and good communication with others, actively building trust and rapport. Children learn by example, adults must act as positive role models in their own behaviour and relationships.
- We should have high expectations of all children and young people and when we demonstrate our belief in them, it supports them to succeed. We should identify the strengths in the child or young person and develop them.
- We recognise an individual's needs and respond in a supportive and positive way that promotes self-esteem and that will nurture self-confidence and independence. Pupils will be provided with social and emotional learning experiences and opportunities that will support them to develop a sense of pride and build self-awareness.
- We strive to create a place of mutual support and encouragement rather than focusing on negatives. Pupils are supported to develop tolerance and build resilience, make good choices and take responsibility in readiness for them taking their place in society.
- We have a commitment to including all of our pupils in the life of the school. We deliver an engaging, exciting and challenging curriculum. A curriculum that enables pupils to experience challenge and success, to have a sense that learning can be fun and relevant to their lives.
- We support pupils to recognise sensations and emotions. We aim to equip them to understand these emotions so that they are able to manage them by applying thinking between feeling (sensations / emotions) and acting. We encourage them to show empathy and understanding. Through our positive relationships, being attentive and observant we recognise behaviours, determine the underlying need and support pupils appropriately. We are non-judgemental about children's life experiences, and we use evidence over time to inform how we plan and support them.
- We are explicit in naming our own emotional responses to children and young people's behaviour i.e. demonstrate emotionally intelligent behaviour at all times. We seek help when finding it difficult to manage feelings about a child or young person: this is a professional strength.
- **Reward:** We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development. We understand that incentives to comply are more effective than sanctions to force compliance. Pupils are unlikely to be forced to change their behaviour but with perseverance and time may be encouraged and nurtured to do so. We always reward desired behaviour.
- We work to develop our pupils' self-management of their behaviour, learn that choices and actions have consequences, and promote safety for all
- **Sanction:** Although our emphasis is on rewarding appropriate behaviour there are occasions when sanctions are required. Sanctions are applied to promote social and

emotional learning. Their effectiveness is linked to their certainty, not their severity and how they support learning; address a behaviour / incident or repair, through a restorative approach.

- **Expectation:** We are explicit about our expectations of both staff and pupils. All pupils are expected to;
 - Be in the right place, at the right time, doing the right thing.
 - Work hard and allow classmates to work hard too; try to do their best in all things.
 - Show self-respect, respect property and others.
 - Treat others as they would like to be treated themselves.
 - Staff will;
 - Keep pupils safe.
 - Listen to pupils' concerns and act on them
 - Be aware of pupils needs and how best to support them.
 - Plan, prepare and support pupils to develop socially, emotionally, morally, culturally and academically.
 - Have high expectations of pupils to complete tasks to the best of their abilities.

Bullying (including Cyber-bullying)

Within the school, bullying is not tolerated. Bullying should never be ignored

- All instances of reported bullying must be investigated and recorded
- Parents and carers should be informed by staff of any incidents of bullying
- Every instance of bullying needs to be addressed, in line with this policy. With each child or young person involved being encouraged / supported to take responsibility for their actions, and acknowledge the impact of their behaviour on others. Further guidance is available in the school's Anti-Bullying Policy.
- Children and young people need to be supported to develop age appropriate understanding of e-safety 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.

Monitoring behaviour

Behaviour watch

The computer based logging system 'Behaviour watch' is used to record and monitor pupil behaviour. Logged incidents are reviewed by the senior management team and patterns and significant incidents discussed by the senior leadership team weekly. The weekly analysis scrutinises the number of incidents and analyses key incidents in detail. The focus of this process is to review incidents to inform future practice and identify ways to further support pupils, so that

incidents are reduced over time. Feedback is given to staff and they are encouraged to reflect on incidents, outcomes and suggestions for change.

Behaviour Log entries are shared with parents of pupil's involved and weekly analysis are shared with governors.

Supporting positive behaviour

All the staff are committed to the safety and wellbeing of our young people and to promote positive behaviour through modelling expected behaviour. Staff use a variety of strategies and techniques to support pupils including but not exclusively;

- Assess the situation before acting
- Clear concise dialogue that avoids argument / conflict; what is said and how it is said being carefully considered.
- Be calm, controlled, relaxed and confident.
- Be firm but fair; being consistent is important.
- Aware of personal space; turning sideways and stepping backwards may help de-escalate. Avoid overcrowding with staff.
- Be part of the solution rather than part of the problem; changing face may help de-escalate.
- Offer options, as a way out with dignity; avoid flight or fight responses that may result from a young person feeling cornered.
- Remain positive, you will be challenged at times personally. Remember 'We are the professionals supporting pupils with special needs'.
- Building positive relationships with a young person enables you to offer success reminders in the future. .

Positive behaviour plans and individual risk assessments are informed by pupils, parents, school staff and other involved professionals. Staff reflect on behaviour incidents and amend behaviour plans to ensure that they provide current information on how best to support our young people.

Staff are trained and expected to manage behaviour incidents. Strategies that help pupils to regulate their behaviour both before and during a crisis are detailed in behaviour support plans and risk assessments. These can include

- Pupils reminded of previous success
- Offers of a safe space
- Distraction
- Humour
- Sensory regulation
- Contact with key members of staff
- Periods of reflection – in an agreed area

- Therapeutic activities including accessing the school counsellor
- Combining the modelling of acceptable behaviour by staff and the approaches described above we promote positive behaviour in a supportive environment.
- Following an incident, wherever possible, staff engage in restorative work and reparation activities. This will build understanding and allow pupils to make more informed choices.

The following are not acceptable because they are incompatible with the ethos of the schools:-

- The use of physical restraint as a means of gaining compliance or as a punishment.
- The use of sanctions that humiliate or degrade the child or have a negative impact on their emotional health or well-being
- The use of force that is not reasonable, proportionate and/ or necessary
- Corporal punishment in any form. This is illegal.
- The use of seclusion as this is a restriction of liberty.
- Any intervention or sanction that limits communication or advocacy
- The use of any sanction that deprives the child or young person of their human rights.

Restorative Approaches and Reparation

(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. 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 they did. This frequently leads to children and young people feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the others involved/affected.

Even children with complex difficulties can be supported to repair. Unresolved difficulties can make children and young people very anxious and this can cause behaviour to escalate or become habitual.

Damage to School Property by pupils

Such incidents are hopefully rare. However, occasionally property is damaged by a pupil, either deliberately or during a time of crisis. Each incident will be assessed, taking in to account the whole context, the pupil's complex needs, deliberate intent, and their understanding of consequences.

Based on this assessment, parents/carers and pupils may be asked to pay (in full or part) in order to replace/repair the damaged goods.

Roles and Responsibilities

All staff will recognise and reward positive behaviour. They will model acceptable behaviour at all times and will challenge unacceptable behaviour when they observe it or are made aware of it. Staff will apply this policy, choosing from the responses described within it, appropriate ways to challenge and modify poor behaviour. Staff will inform the class teacher / homebase tutor / link worker about behaviours of concern. Staff will seek the support of senior colleagues if a pupil continues to make negative choices or their behaviour escalates.

All staff will pass on significant or persistent negative behaviour to their line manager and to senior management and record incidents on Behaviour Watch.

Teachers, Teaching Assistants and Care Staff will offer pupils the opportunity to engage in missed educational or developmental opportunities if these have been missed through negative behaviour.

Class teachers / tutors / link workers / other named staff will act as advocates for individual pupils providing support to them in resolving conflicts with others. These staff will monitor these young people closely and work with colleagues to bring about resolutions to any behaviour-related issues that they are involved in. These staff will maintain and update pupils' behaviour support plans and risk assessments.

When appropriate Teachers, Teaching Assistants and Care Staff will contact parents or carers following incidents of negative or positive behaviour.

Teachers, Teaching Assistants and Care Staff will engage in reflective and restorative conversations with pupils when calm and if appropriate.

Senior Managers will monitor behaviour across the school and support young people and staff to maintain the aims described in the rationale. They will support the work of all staff in modelling positive behaviour, recognising and rewarding positive behaviour and challenging negative behaviour. Senior managers will support staff to make informed decisions as to the most appropriate sanction – particularly further sanctions such as internal exclusion or the issuing of a Behaviour Contract.

Senior Managers will monitor behaviour across the schools and utilise this overview to inform decisions regarding further responses to behaviour.

Governors are responsible for reviewing and monitoring behaviour..

Multi- Agency working

We recognise that the complex needs of our pupils often require support from other agencies.

Additional advice and support for young people may be sought from professionals such as CAMHS, SALT, OTs, Educational Psychologists and others as appropriate.

This helps us to better understand and meet the needs of the pupils. Working collaboratively with parents and other professionals better helps us understand and meet the needs of pupils and promote positive behaviour.

Additional Support

In practice the majority of difficulties are resolved by staff working with pupils at that particular time. If a change of face or additional support is required radios can be used to call for this support.

Training/Learning and Development for staff

All staff are provided with training at induction and as continuing professional development. This builds a school-wide set of skills and knowledge together with a range of strategies to support behaviour. They also receive regular refresher training in positive behavioural strategies to equip them better to keep pupils and themselves safe.

Physical interventions

From time to time, with some pupils, it may be necessary to support them through the use of restrictive physical intervention. Staff are trained to apply de-escalation strategies and, where practicably and safely possible, will apply them exhaustively before considering the use of restrictive physical intervention.

Use of Reasonable Force and / Physical Interventions

Underlying Principles (taken from Devon Safeguarding Children Board – Positive Behavioural Support Guidance. June 2016)

‘Staff and management within all settings should seek to minimise the need for restrictive interventions by:

- Maintaining a positive culture.
- Promoting ethical practice
- Maintaining a child-centred approach
- Understanding and recognising the possibility of challenging behaviour
- Promoting an awareness in staff of their own reactions to aggressive or violent behaviour and the effect of their own emotions on others
- Using authority appropriately
- Maintaining and implementing a policy to manage behaviour positively.
- Promoting positive relationships.

Restrictive interventions:

- Will only be used when all other strategies have been considered/exhausted or the situation demands immediate intervention e.g. to prevent a young person from harm.
- Will never be used to impose will upon a child or young person.
- Will never be used as a punishment.

- Will not be used as a means of aiding the smooth running of settings to the detriment of the child or young person.
- Any measure of restraint will be proportionate and in place for no longer than is necessary to manage the immediate risk.
- Under no circumstances will the deliberate use of pain be used.'

When considering the use of physical intervention, two fundamental principles of care for children and young people need to be taken into account:

- The duty of a member of staff to care for and protect the child/young person
- The rights and liberties of that child/young person

It is the intention of this policy to create a framework in which both these principles can co-exist whilst recognising that any policy cannot give specific guidance for every situation where physical intervention may be necessary. The professional judgement of staff remains critical at all times. Staff need to adhere to the principles outlined in this policy at all times.

Staff are trained through Devon County Council Babcock LDP in Passive Intervention and Prevention Strategies (PIPS). We aim to develop a consistent, acceptable, team approach to preventing and managing disruptive/aggressive behaviours in a manner that maintains positive relationships and continues to care for the pupils at times of crisis.

Physical interventions are never risk free. The decision to intervene physically or not will always be a professional judgement based on risk assessment. PIPS skills are designed to reduce risk to both staff and pupils should it be decided that, the use of physical intervention is appropriate and is the safest option.

Legislation and Guidance

Restrictive Physical Intervention (RPI):-this is the term used by the DfE to include interventions where contact is used. Under the DfE 'Use of Reasonable Force' Guidance 2013, members of school staff have a legal power to use reasonable force in certain situations.

As a general rule nobody has the right to touch, move, hold or contain another person.

However, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. Whenever they do so they should be clear about why it is necessary.

The best legal defence is to show that any actions taken are in the pupil's BEST INTEREST and that they were REASONABLE and PROPORTIONATE.

Use of 'Reasonable Force'

It is important to note there is no legal definition of precisely what constitutes reasonable force.

However, the principle is referred to in the Education and Inspections Act 2006

Part 7 Discipline, Behaviour and Exclusion (93)

‘A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following namely;

- committing any offence
- causing personal injury to, or damage the property of any person (including the pupil himself), 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.

This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.

The power conferred by the above may be exercised only where – (a) the member of the staff and the pupil are on the premises of the school in question, or, (b) they are elsewhere and the member of the staff has lawful control or charge of the pupil concerned.

“member of the staff”, in relation to a school means:-

- any teacher who works at the school, and
- any other person who, with the authority of the Executive Principal, has lawful control or charge of pupils for whom education is being provided at the school’:

Reasonable force key points

- Use the minimum force for the desired result
- Be proportionate to any force used against you
- Disproportionate force is an offence
- It is always unlawful to use force as a punishment

Principles underpinning Passive Intervention and Prevention Strategies (PIPS)

- The safety of both pupils and staff are equal
- Safety is paramount for both
- The skills of guiding, safe touch and holding are acts of care which combine with calming, diffusing and problem solving

Passive Intervention and Prevention Strategies are designed to

- Make movement safe - not to overpower
- Give the pupils some control and help in calming down
- Allow staff to act confidently at times of crisis
- Help pupils who have experienced negative touch

To Summarise:

Moving and Holding

Key points:

- Safety is paramount
- If you do move or hold, be clear about why it is NECESSARY
- Actions taken are in the child's BEST INTEREST
- Responses must be REASONABLE AND PROPORTIONATE
- Duty of care requires us to do something

Reporting and Recording

Records should be complete on the behaviour watch logging system using the appropriate slip/tab.

Each Tab is set up so that all the required fields will be covered by completing the form in full.

Logs

This tab is used for logging of behaviours positive and negative, this could be an incident of bullying or a positive lesson. This tab is also used to keep records such as phone calls and emails home.

Out of Class

This tab is dedicated to the recording of pupils that either leave class due to behaviour or do not attend a class.

PI

This tab is dedicated to incidents that involve physical intervention. These are the most comprehensive logs due to the nature of the incident and require the most detail. Again the report is set up so that when the full report is completed all of the statutory requirements will be met.

As a minimum the written record should include:

- the names of the staff and children or young people involved
- During the use the name code first initial of first name first, second and third of surname so Joe Bloggs would be JBlo
- the date, time and duration of each physical intervention
- A description of why the physical intervention was required, rather than an alternative strategy (why was it in the best interests of the child)
- the nature of any de-escalation used seeking to prevent the need to intervene physically
- the type of physical intervention used with a clear description for each person involved

- whether or not anyone was hurt, if so the action taken
- Medical attention must be offered to the young person after any physical intervention this must be recorded
- the views of the child or young person (debrief) a debrief must be offered within 24hours of a physical intervention
- Parental/ carer and Social worker contacted

Witnessed and dated, staff involved must read the report.

Staff reflective debrief- is everyone ok? what went well? What went not so well? are the risk assessment and behaviour support plans in place suitable and effective for the young person? What could be done differently next time?

Writing a report

A good incident report needs to be:

- Clear and concise
- Factual
- Relevant
- Understandable
- include all the essential information about the incident. The report- should follow the ABC model

Antecedent- What happened prior to the incident? Was there a clear cause? How did the young person appear before the incident?

You may not know the actual cause, but it is important that as much information as possible is given regarding what you saw, or may know, leading up to the incident

Behaviour- what was the behaviour observed? Also what did we do? and what was our behaviour during the incident?

Consequence- what happened after the incident? How did the incident end? What follow up action is there? Does the risk assessment and/or behaviour support plan need reviewing? who has been informed parents, carers, social workers? Debrief

Debrief

All pupils must be given the opportunity to discuss with a relevant adult within 24 hours' incidents of restraint (National minimum standards residential special school) they have been involved in, witnessed or affected by.

The debrief should include:

- What Happened (Young Persons View)
- How could we have stopped this from happening?
- What could you have done differently to stop us having to hold you?
- What could we have done differently to stop us having to hold you?

- What strategies can we agree on to stop us from having to hold you in the future?
- Is there anyone else that you would like to speak to about being held?

Other types of Physical Interventions:

Touch as part of the learning programme:

This can include hand over hand use of writing implements and touch to aid manipulation of equipment in lesson. This may also include activities such as hand massage as part of therapeutic relaxation programme.

Touch as part of care and management of physical/medical need

This can include personal care, administration of medicine, supporting pupils at meal/snack times where they may have physical difficulties. If personal care is required, the Care Plan will outline the nature of the care required. This could be personal hygiene support for continence, menstruation or assistance with self-care skills such as dressing.

If medical care is required, a Medication Protocol will be created alongside health professionals which outlines the care required. Personal Care Plans are reviewed every six months or sooner if the care required changes. Health Care plans are reviewed annually or sooner if the care requirement changes.

Confiscation

Executive Principal, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. The school has the right to lawfully confiscate, retain or dispose of pupils' property if it is reasonable in the circumstances. The school will not be liable for damage or loss of any such item.

School staff can search pupils with their consent for any item. We are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree. A pupil refusing to co-operate with such a search will be subject to the same sanction applied for other unacceptable behaviour.

Parents / carers will be advised of any item confiscated from their child. All confiscated items will be held by the school, securely within locked storage by a member of SLT, for a week, then safely disposed of by the school; unless the item is required as evidence for an ongoing process, or collection from the school by parents/ carers has been agreed. The school will maintain a log of all confiscated items and their disposal/return to parent/carers.

Use of seclusion and safe spaces

Legal Considerations

The DFE 2010 guidance on 'The use of force to control or restrain pupils' states that: The use of seclusion (where a person is forced to spend time on their own against their will) is a form of physical intervention and should be considered only in exceptional circumstances. The right to liberty is protected by criminal and civil law and seclusion outside the Mental Health Act should always be proportionate to the risk presented by the pupil. The inappropriate use of seclusion may be unlawful and so seclusion must be used only when:

- It is in the best interested of the person being secluded and never for the ease of managing a situation
- It is normally an emergency rather than a planned response
- It is the least restrictive response and its use is proportional to the level of risk presented
- It is used for the minimum period of time to restore safety
- Other strategies such as de-escalation have been used or are considered to be inappropriate in the circumstances. Seclusion must not be used with any intent to punish or teach the person any new behaviours, it must be used as a responsive strategy aimed at managing the presenting behaviour at that time.

Supportive Areas

At Orchard Manor we recognise that there are times when a pupil needs to be apart from others. This may be a planned response to support an individual pupil and, if this is case, will be written into a behaviour care plan with specific areas of the school site identified as supportive and calming for that pupil.

Where a pupil is behaving in such an extreme way as to potentially or actually endanger themselves or others; or cause serious damage to property it may be appropriate to separate them from others. In this rare and extreme circumstance the pupil may need to be isolated from others in a safe, supervised place. This may be an empty classroom, the corridor, the hall, the playground – or any number of suitable places on the school site. Staff who are managing the incident will need to carry out a dynamic risk assessment and apply the principles of PIPS as outlined previously.

Pupils may choose to self-refer to a safe place when they are becoming anxious or stressed in a situation. They may choose to spend time taking part in sensory / calming activities. If this is in a classroom or other indoor space, the door may be closed (but never locked) or open and the pupil can leave at any point.

Exclusion

Fixed-term Exclusions

We follow all Devon County and DfE Guidance and procedures when considering whether to exclude a pupil.

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 may 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 by the Executive Principal and will always be a reasonable and measured response following consideration of all the evidence.

Exclusions can also be managed internally and a child or young person may be taught away from their peers for a fixed period of time.

This may be used to provide a period of reflection with a member of staff to support the child or young person to identify positive behaviour choices they could make in future.

Permanent exclusions

It is extremely rare for us to permanently exclude a pupil from Orchard Manor School. In the event that we are 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.

Decision to permanently exclude are made by the Executive Principal following consideration of all the evidence, discussions with colleagues, the pupil, parents and DCC inclusion Officers.

All permanent 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 children.

At Orchard Manor

It is the responsibility of the whole school to promote, guide and reinforce positive behaviour. Our first approach to managing behaviour is to recognise and reward positive behaviour. This includes

- Immediate recognition using verbal praise
- Daily recognition and rewards through issuing 'Merits' for positive behaviour leading to individual or class activity choice time when the work is completed.
- Giving pupils choices of reward activities based on positive behaviour
- Recording and celebrating positive behaviours
- Individual rewards based on specific targets
- Celebration of positive behaviour through contact with home and reward assemblies.
- Positive feedback to parents – telephone/email; comments in the pupils' home/school book; postcards
- Presentation of certificates, stickers and rewards; head teachers, governors and teacher awards; to celebrate success and stimulate continual motivation. These may be awarded in assembly or sent home

We also promote a culture where a young person takes responsibility for their own behaviour. Dependent on the young person's understanding we seek to work through the circumstances / issues that have contributed to a behavioural incident, to identify more appropriate choices / options.

To help develop pupils understanding that there may be consequences to their actions. It may be suitable to implement an appropriate consequence to a negative behaviour such as loss of a privilege or reduction of choice time. Sanctions may be applied to provide the pupil the opportunity to complete work they have missed or promote social and emotional learning. Their effectiveness is linked to their certainty not their severity and how they support learning, address a behaviour / incident or repair through a restorative approach. We also promote a culture where a young person takes responsibility for their behaviour and its consequences. Where appropriate following an incident we seek to work through the issues with them and mutually agree a way that the situation can be resolved or rectified.

Parents are informed of serious incidents and may be invited into school to discuss behaviours of concern with key staff involved and senior managers.

It may be appropriate to issue a pupil with a Repair Contract. This requires a pupil to meet with a member of staff at specific times to agree a plan to resolve a conflict or repair a situation. Situations where this may occur include behaviours such as

- Verbal abuse
- Leaving class without permission
- Minor conflicts with pupils or staff
- Refusing to follow important instructions

The emphasis is put on restoring a situation or relationship positively. Key to this process is that the pupil can talk to a trusted adult that may not be a senior member of the team. All staff are responsible for tackling behaviour at this level. Responses include loss of break, opportunity given for a young person to catch up on work missed, contact with home, and reduction in the choices a pupil can make at the end of the day/week.

For incidents that are more serious a Behaviour Contract may be issued. The purpose of this is to provide an opportunity to discuss and reflect on the incident of concern. These discussions may take place during lunch or break times offering more positive ways of managing the situation and understanding the impact on others. The duration of the behaviour contract is dependent on the individual and the incident.

Although this is a sanction that limits a pupil's choice, we talk through why the contract was issued and alternative ways to have managed the situation. Behaviour Contracts may be issued following incidents that include;

- Damaging property
- Incidents of aggression
- Leaving site

The issuing of a Behaviour Contract may affect a pupil's attendance on reward trips. Parents are informed of any serious incident and may be invited into school to discuss them.

Roles and Responsibilities

All staff

All staff are responsible for promoting and celebrating positive behaviour.

All staff are responsible for addressing inappropriate behaviour and following up incidents with the young person in a way that supports the young person to develop the skills, knowledge and understanding to make more appropriate choices in future.

All staff are responsible for recording incidents and how they have been addressed.

Class teachers / tutors / link workers

Class teachers / tutors / link workers contribute to the generation of weekly support plans for pupils identified, through the monitoring of log entries, as needing additional support. Class teachers / tutors share these plans with the rest of the staff team and monitor their success throughout the week.

Senior Managers

Incidents recorded on Behaviour Watch are read on a daily basis by a senior leader. At the morning briefing, key entries are discussed and actions to address any issues agreed.

An analysis of significant events is presented to the SMT at the end of each week. At this meeting, pupils of concern are discussed and support plans initiated to address behaviours and offer additional support. These plans are then shared and further developed with Class Teachers /

tutors / Link workers. Once complete, they are shared with the rest of the staff team and monitored and reviewed.

Legislation and Guidance relating to this policy

- Devon Safeguarding Children Board (DSCB) 'Positive Behavioural Support – Policy and Practice Guidance regarding Positive Behavioural Support with Children and Young People's Settings' June 2016.
- Passive Intervention and Prevention Strategies (PIPS) Approach – Babcock LDP (2015) - training materials
- The Children's Act 1989
- The Education Act 1996
- DfE Keeping children safe in education 2015
- DfE Behaviour and discipline in schools 2014
- Use of reasonable force advice for head teachers, staff and governing bodies guidance 2013
- Department of Health 'Guidance for Restrictive Physical Interventions: How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorders' 2002
- Ofsted Deprivation of liberty-guidance for providers of children's homes and residential special schools.
- The UN Convention on the Rights of the Child 1989
- DfE – Exclusion from maintained schools, Academies and pupil referral units in England – A guide for those with legal responsibilities in relation to exclusion – 2012

This policy should be read in conjunction with the School...

- Safeguarding policy
- Health & Safety policy including risk assessments
- Anti – bullying policy
- Recording, assessment policy
- Personal care policy
- Supporting children with medical conditions in schools
- Staff Code of Conduct Policy