



# John Grant School

## Promoting Positive Behaviour

‘Working together, to be the best that we can be.’

### **Policy Consultation & Review**

This policy is available on our school Website and also on request from the school office. We also inform parents and carers about this policy when their children join our school.

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body in November 2018. It is due for review on November 2019.

Signature

Headteacher

Date:

Signature

Chair of Governors

Date:

### **Introduction**

This policy draws on the ‘behaviour and Discipline in schools’ Advice for Headteachers and staff (DfE 2016) and acknowledges the school’s legal duties under the Equality Act 2010 in respect of safeguarding and pupils with SEN. This Policy is also written reflecting on the principles and therapeutic approach to behaviour support and risk management promoted by Norfolk STEPS and the DfE guidance ‘Mental health and behaviour in schools’ (March 2016)

We have high expectations of both work and behaviour and feel that the interactions between staff and pupils are very important. We believe in a

climate of mutual respect, of valuing each other and a willingness to devote time to listen. We believe that positive and difficult and dangerous behaviour are forms of communication.

We recognize that for some of our pupil's their behaviour can sometimes be a barrier to learning and that our curriculum and school environment needs to support and reinforce positive behaviour, giving pupils clear choices and responsibilities to enable and encourage them to develop appropriate social skills. Where a pupil is finding it hard to cope in a class situation we will work with parents/carers and other agencies to put in appropriate support, therapies and/or a highly differentiated curriculum to enable our pupils to be successful. This may include educational consequences which Norfolk STEPS defines as 'the learning, rehearsing or teaching so the freedom can be returned.'

We believe that a 'consistent' approach to supporting behaviour is essential in supporting our pupils. Therefore, pupils know to expect positive consequences to positive behaviour This principle is reinforced in our policy, positive handling plans for managing difficult behaviour and individualised risk management plans.

It is important that all staff know what is expected of them and recognise their contribution to the overall ethos of the school in respect to the role model that they present to pupils. These expectations are outline in our 'Staff Code of Conduct' policy which is promoted and emphasised in regular Norfolk STEPS training and support.

## **Aims**

- For staff, Governors, parents/carers and pupils to provide recognition and praise for positive success, appropriate to the level of achievement for the individual and level of maturity;
- For pupils to work towards developing appropriate relationships with peers, other pupils and staff;
- To help pupils to develop strategies to deal with difficulties that they may be experiencing, and to take responsibility for their actions wherever possible;
- Consequences should be appropriate to the individual pupil, be understood by the pupil and reflect the seriousness of the incident. These could be protective or educational consequences. Pupils should be encouraged to reflect upon their behaviour and make amends for any wrong doing wherever possible;
- Parents/carers are partners in the education of children and should be encouraged to be involved in celebrating the successes of their

children along with working together towards the reduction of difficult and dangerous behaviour;

- To provide consistency across the school with respect to boundaries, rewards and consequences;
- To recognise the importance of building relationships and to ensure that the disapproval is always of the behaviour and not the pupil.
- To provide positive role models for younger pupils. Activities such as recycling collection and business enterprise encourage younger pupils to see older students in roles of responsibility.

### **Broad Guidelines**

A desired outcome for our pupils is that they will take responsibility for their actions and, where possible, to make positive choices, showing a growing awareness that they are able to control the outcomes of their actions. We will work with pupils and give them the opportunities to develop the following qualities:

- Self-control;
- A pride in themselves and their school;
- Self confidence;
- Respect for their environment;
- Independence;
- A sense of fairness;
- An understanding of the needs for rules;
- A respect and tolerance of each other;
- Non discriminatory attitudes;

### **Implementation of the Policy**

All stakeholders will have an opportunity to be involved in the development of this policy and it will be reviewed annually as it provides the basis of good practice for pupils, staff, parents/carers and Governors.

All staff throughout the school need to be consistent in their approach to children's behaviour and the following are basic principles which should be adhered to by all staff at all times:

- The curriculum will be stimulating and challenging and appropriately differentiated to meet the wide range of need.
- Use rewards where appropriate, matching them to the degree of effort or progress. Staff need to be aware of not rewarding difficult behaviour.
- Keep consistent standards in relation to boundaries, rewards and consequences for negative behaviour.
- Encourage positive and safe interaction between pupils through opportunity, modelling and direct teaching.
- Be clear in your praise and use positive body language. In line with Norfolk STEPS principles.
- Respect and be aware of the need for confidentiality. (see Confidentiality policy) Choose a suitable place and time to discuss sensitive matters; Follow agreed child protection procedures and avoid talking about pupils in front of them unless this is part of an agreed strategy.
- Monitor low level difficult behaviour and ensure support is put in place as early as possible to prevent escalation and increased risk.
- Be aware of all agreed rewards and consequences i.e. in PHP's and RMP's
- Make sure that disapproval is always of the behaviour and not of the person.
- Avoid 'whole group consequences where possible.
- Never use physical punishments or language or behaviour that intimidates or mocks a pupil. Shouting at pupils is not acceptable and this is not to be confused with using a calm or loud authoritarian voice that is a planned response and part of a PHP/RMP.
- Keep language simple and clear, using visual cues to reinforce meaning.
- Provide positive role models.
- All staff have a professional and moral duty to speak out for the pupils in their care. It is essential that we firmly challenge and report incidents that give us any cause for concern and do not comply with our policy.

## **Recording system**

Our whole school policy supports the way staff manage the majority of pupils' behaviour across the school on a daily basis.

For those pupils who require regular supportive non-restrictive escorts around school no recording of this is necessary as it is part of our policy and ethos of positive touch.

Pupils who exhibit difficult behaviour which may be disruptive will be supported with a Positive Handling Plan for Managing Difficult Behaviour (PHP).

Tick sheets are used to track low level behaviours.

Pupils who exhibit dangerous behaviour will have a Individual Risk Management Plan (RMP).

We adopt a paper based recording system (RPIR/Restrictive Physical Intervention Record) for recording incidents of dangerous behaviour where restrictive physical interventions have been necessary. These forms not only act as a record of an individual incident but can also be used to track and identify potential patterns in behaviour. (a simplified recording form) is also used for very short RPI'S of (1 minute and under).

We follow the Norfolk STEPS ethos of a therapeutic approach to behaviour support. Staff are trained in skills and principles to deescalate potentially difficult situations and positively support pupils with their behaviour management.

### **Positive Handling Plan for Managing Difficult Behaviour (PHP)**

If a pupil is consistently displaying difficult behaviour a PHP will be put in place. PHP's are written for pupils who do not require restrictive physical interventions but do require this consistent approach.

These plans detail potential triggers as well as what difficult behaviour looks like for individual pupils. These also detail the response adults should give in these difficult situations. Plans should be shared with parents and where appropriate other support agencies.

### **Risk Management Plans (RMP)**

Where risk of harm is identified as a key area of concern and there is likely to be the need for Restrictive Physical Intervention (RPI) for an individual pupil a RMP will be put in place and shared with parents/carers and where appropriate, support agencies. Where Positive handling is identified as a strategy this will be shared with parents who will be given the opportunity to discuss this further. To support staff and pupils where difficult or dangerous behaviour has been identified, the Norfolk Steps Tutor Team (NSST) are available to help plan and in some cases review interventions in order to decrease the intensity of and or frequency of the identified behaviours and help pupils engage in more positive ones.

RMP's will be reviewed whenever it is considered appropriate and in some cases as regularly as weekly, this should be clearly stated with an exact

review date on the RMP. Where behaviour is identified as a barrier to learning parents/carers may be involved in setting and reviewing plans and where appropriate the pupils themselves. Other agencies may also support the school in planning and reviewing RMP's. RMP's will be reviewed at least once a term by class teachers. All RMP's will be reviewed by SLT.

### **Other Agencies/Therapies who may contribute to RMP**

Clinical Psychologist (Starfish)  
Youth Inclusion Support Panel  
Youth Offending Team  
Social Workers  
Play Therapist  
Speech and Language Therapy  
Norfolk Steps Senior tutors from PDC

### **Positive Handling**

Difficult behaviour will be managed using use of de-escalation strategies and use of open mitten principles as detailed in STEP ON training. Should a pupil's behaviour be such that they become a danger to themselves or others, it may be necessary to employ restrictive physical intervention principles to manage or remove a pupil from a situation.

All staff are trained in 'Step On' principles with 'Step Up' training being given to those who need it on a risk assessed needs basis.

The principles that we work to are set out in the Policy on 'Restrictive Physical Intervention'.

### **Examples of reinforcement strategies for positive behaviour**

- Positive touch; open mitten guiding, non-restrictive guiding such as a figure of four escort. Supportive hug. (See Norfolk STEPS principles and guidelines)
- Verbal Praise and scripted praise.
- Timetabled 'leisure' or 'choosing' following completion of set task. Positive Consequence.
- Certificates
- Letters and phone calls home
- Stickers and star of the day reward programmes
- Make a deal boards and Token economies
- Special Headteacher awards

### **Consequences for difficult behaviour**

Due to the wide range of learning needs of our pupils the consequences for difficult behaviour are identified in a very personalized way and will be identified in individual PHP. Consequences need to be Educational and/or Protective.

Examples of the consequences for difficult behaviour are listed below;

- Verbally reminded of expectations of behaviour.
- Rectifying damage or distress to a learning environment.
- Protective Consequence; Loss of freedom i.e. break/Lunch Play time or attendance of off site visits until a pupil shows they can access these appropriately.
- Completion of unfinished or work that has been avoided.
- Withdrawal from the classroom to minimise distress and disruption to calm until they are ready to continue with their day.
- Educational Consequence; behaviour map, social story, use of symbols and visual supports to retell events.

### **Serious Risk of harm to pupils/staff and significant damage to property**

Where dangerous behaviour is evidenced and presents a significant risk of damage to property or actual physical harm to pupils or staff the school will consider the following options;

- Withdrawal from the classroom and a bespoke educational package offered until the risk of harm to the pupil, other pupils or staff is reduced and the pupil can return to the class using a phased integration.
- Internal Exclusion for some or the whole day(s).
- Where pupils or staff are at a high level of risk of harm, the school will consider Fixed Term or Permanent Exclusion.

### **Bullying**

The school's policy of 'Promoting Positive Behaviour' is designed to prevent bullying, however when bullying occurs the following definition is used in the separate 'Anti bullying' policy;

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can include behaviour such as name calling, kicking, hitting, taunting, excluding people from groups, gossiping and taking belongings'.

**Malicious accusations against school staff**

The wide range and complexity of learning needs which include communication difficulties of our pupils are taken into account when dealing with malicious accusations against staff.

Consequences for allegations that are found to be malicious will be reported to the governing body when the Headteacher is deciding on any outcome.

Where malicious accusations are seen as an identifiable risk they will be highlighted in PHP's and RMP's and consequences agreed with parents/carers and relevant support agencies if appropriate.

**This policy needs to be read in conjunction with the Staff code of conduct, Health and Safety, whistle blowing, Safeguarding and Positive handling(RPI) Policies.**