

Local Procedure Title	Positive behaviour management and support
Site	Clayhill School
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Introduction

“When the atmosphere encourages learning, the learning is irresistible.”

Elizabeth Frost

It is widely accepted that behaviour, whether positive or negative, is a form of communication. At Clayhill School our focus is on the creation, building and maintaining of a pro-active behaviour management approach, where the nature of the school environment as well as the positive relationships between staff and pupils, enables pupils to learn and adopt a variety of strategies to effectively and positively communicate or react to a behavioural trigger.

Clayhill School aim to use the learning environment, atmosphere and curriculum to engage pupils in their education. Clayhill School therefore insist that staff adopt and follow a consistent approach to ensuring the standards of our school code of conduct whilst also having the skill level, through CPD, to be reflective and flexible in their practice to create the optimum atmosphere for positive behaviour and engagement.

A whole-school behavioural approach, underpinned by the principles of PBS (Positive Behaviour Support) is a pre-requisite in creating the optimum learning environment for our pupils. Pupils who attend Clayhill School schools have a wide range of behaviours that require both short term and long term solutions. Providing this balance, whilst ensuring pupils are able to access learning to achieve the best outcomes, is a challenge. Pro-active prevention planning, at various levels, is a critical element of this process.

Essentially, Clayhill School ensure that staff are trained in forefront thinking of behaviour management, and understand through professional development that the relationships they build and the safety and consistency they provide is the key to improving outcomes for the pupils.

“If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings, and grow.”

~ Alfie Kohn

Behaviour for learning – Clayhill School do not focus on what behaviours not to be seen. Clayhill School focus on modelling and praising behaviors which are conducive to learning. Clayhill School staff create a safe environment for our pupils. This is achieved through consistency of approach and in reinforcement of expectations and non-negotiables. This is also achieved in the flexible way in which behavioural incidents are addressed. Demonstrating that a matter will be dealt with but doing so through effective restorative practice and a focus on consequences rather than sanction or punishment.

“Remember: everyone in the classroom has a story that leads to misbehavior or defiance. 9 times out of 10, the story behind the misbehavior won't make you angry. It will break your heart.” ~ Annette Breaux

The flexibility of thought and reflective and professional practice of staff at Clayhill School is essential in understanding the profile of our pupils and remembering when managing behavior, that those who need the most love and understanding, ask for it in the most unloving of ways.

Key Principles

Staff at Clayhill School understand the importance of:

- Supporting the development of pupils social, emotional and behavioural needs.
- Restorative practice to problem solve and build positive working relationships.
- Use of prevention and pro-active planning to reduce disruption and stress for pupils.
- Consistency, fairness, inclusion and reflection.

<ul style="list-style-type: none"> • All staff have corporate responsibility for positive behaviour management. • Focus on reinforcing acceptable behaviours rather than stating unacceptable ones. • Classroom environments where pupils want to learn and make progress. • Modelling positive behaviours. • Pupils accept the schools code of conduct because it is consistently and justly applied, and shown to be reasonable, sensitive and effective.
<p>Promoting Good Behaviour</p>
<p>Clayhill School ensures positive behaviour for learning by:</p> <ul style="list-style-type: none"> • Promoting mutual respect and empathy through effective restorative practice. • Ensuring a clear and consistently applied set of rewards based upon our school values. • Pupils are encouraged to be: Creative, Resilient, Independent, showing Teamwork, Aspirational. • Setting consistent and clear high expectations which focus on positive behaviours. • Anticipating triggers and environments which may lead to negative behaviour choices and ensure steps are taken to divert. • Pupils are aware of the structure of their day and if anything will be different to the usual routine. • Teachers meeting pupils at their classroom door at the start of lessons. • Teachers ensuring ALL pupils fully understand what is expected of them in the lesson. • Training all staff in positive behaviour management so ALL staff have responsibility for managing behaviour. • Pupils being supervised at all times. • Pupils making personal progress, through staff support, to develop self-discipline and take responsibility for their own choices and actions. • Staff respond to incidents in an effective, considered and calm manner. • Staff reading and learning about each pupil individually; their triggers, past experiences and what may help them feel safe and ready to learn. • Lessons are engaging and provide both support and challenge for pupils. • Staff model positive and appropriate behaviours to pupils.
<p>Clayhill School Code of Conduct</p>
<p>The code of conduct has been written to reflect the school's values of:</p> <ul style="list-style-type: none"> • Creativity – Being reflective and finding solutions to problems. • Resilience – To not give up and get frustrated if things aren't achievable/possible straight away. • Independence – To be understanding and reflective about what has upset you. Being able to choose the appropriate way to respond to something that has happened. • Teamwork – Treating each other with respect. Working together to look after our school environment. Not being verbally or physically abusive to others. • Aspirations – Always striving to be the best versions of ourselves. Recognising and praising effort and progress as well as good choices. <p>Code of conduct</p> <ul style="list-style-type: none"> • We speak to everyone in a respectful way, using positive language. • We love our school environment and work together to take care of it. • We are a family of staff and pupils who always aim to support and help each other. • We work together to solve problems. • We act in a way which keeps ourselves and other people safe. • We try our best and ask for help if we need it. • We follow instructions so we can enjoy our learning and make progress.
<p>Clayhill School Rewards</p>
<p>Informal Rewards:</p> <ul style="list-style-type: none"> • Displaying good work in classroom/corridors. • Letters to parents recognising the efforts of whole school or classes. • Individual classroom strategies for positive behaviour reinforcement e.g table tokens. • Verbal praise from staff or peers. • Stickers/stamps in book. • Feedback from staff to pupils regarding work or behaviour choice. • Sharing work with other pupils and with SLT. <p>Formal Rewards:</p>

- **Value points system:**

- For demonstrating one of the five school **CRITA** values, pupils will be rewarded with a value point. For example, if a pupil helps the teacher tidy the classroom, the teacher can reward them with one value point for **Teamwork**.
- When pupils achieve the following amounts of value points, they receive the corresponding monetary value reward.
 - **Bronze – 25 Value Points - £5 Priory shopping token**
 - **Silver – 50 Value Points - £10 Priory shopping token**
 - **Gold – 75 Value Points - £15 Priory shopping token**
 - **Platinum – 100 Value Points - £20 Priory shopping token**

Pupils can earn additional Value Points through the following rewards:

- **Positive phone call home – 3 Value Points** – Achieved through demonstrating positive behaviours and meeting the school values throughout the week.
- **Star of the week – 5 Value Points** – Achieved through modelling to the other pupils **ALL** week each of the five Values, daily. (Given to one pupil in Primary and one in Secondary)
- **Values Champion - Termly – 20 points** – Achieved by consistently showing the school values throughout the term and demonstrating a positive attitude to learning.

Priory shopping tokens allow pupils to identify an appropriate item matching the value of their token, for Priory staff to order (with parental agreement).

- **Class Value Reward** – Each half term, one class in Primary and one in secondary will be rewarded with a 'Class Treat' – This could be in the form of a trip or an activity selected by the pupils (with school and parental approval).
- This will be rewarded to the class in Primary and in Secondary with the highest Value points each half term.
- SLT to remind pupils weekly of current class totals in Assembly.

Consequences – Incident Response

Clayhill School makes it clear to pupils that there are behaviours which are not acceptable. Pupils are informed that there may be short term consequences for inappropriate behaviour choices. These may be:

- They will make up any lessons/work that they have missed in their own time.
- That there are always consequences for our actions – both positive and negative and we have to accept responsibility for what we do and say.
- They may have to work away from other people in order to reflect and focus.
- That they may not enjoy some of the rewards available for positive behaviours.
- That verbal and physical abuse is a form of bullying and whether aimed at staff or other pupils neither will be tolerated.
- Internal/External fixed term exclusions.
- Phone-calls made home to parents.

Please see below regarding what steps are taken when the above has been applied consistently, in conjunction with other strategies, and the difficulties remain.

Consequences – Behavioural Development Process

Clayhill School aim to improve outcomes for pupils by ensuring that they are able to engage with and access the curriculum. Therefore, where behaviours are persistent and adversely affecting the progress of any pupil, SLT will start the Behavioural Development Process.

This ensures a rigorous and consistent process in creating plans and strategies in order to improve the situation for those pupils at risk of exclusion and ultimately to prevent a placement breakdown. This is only to be implemented after a period of time has passed in which staff have attempted to apply the usual strategies and approaches as detailed in the section above, without success.

Each of the steps are marked by 'Learning Conversations' – These are a restorative approach to managing persistent negative behaviours. Staff and pupil will meet to discuss what the current issue may be and what can be done to overcome any barriers. A clear target for moving forward is set and (where appropriate) a decision is made on how we can restore any damage/negativity caused by the pupils actions. E.g. Having a restorative meeting with another pupil after a conflict.

Step 1 – Learning Conversation

Restorative meeting with pupil to set targets. Parents called and informed of the reasons for and the outcomes of the meeting.

Step 2 – Learning Conversation (2)

Restorative meeting with pupil to set targets. Parents called and informed of the reasons for and the outcomes of the meeting. Second Learning conversation results in lost social time with SLT.

Step 3 – Learning Conversations (3)

Restorative meeting with pupil to set targets. Parents called in for a meeting. Explaining that the following step will result in a formal Tutor Behaviour Plan.

Step 4 – Learning Conversation (4)

Restorative meeting with pupil to set targets. Parents called and informed of the reasons for and the outcomes of the meeting. Pupil issued with formal Tutor Behaviour Plan.

Step 5 – Learning Conversation (5)

Restorative meeting with pupil to set targets. Parents called and informed of the reasons for and the outcomes of the meeting. Parents informed that the next step will be an SLT Pastoral Support Plan.

Step 6 – Learning Conversation (6)

Restorative meeting with pupil to set targets. SLT discuss next appropriate steps and potential therapies/adjustments that could be made. Parents called in and Pastoral Support Plan created with parent by SLT. Review dates set.

Step 7 – Learning Conversation (7)

Restorative meeting with pupil to set targets. Parents called and informed of the reasons for and the outcomes of the meeting.

Step 8 – Learning Conversation (8)

Formal meeting – Only to be set after PSP has run its course. SLT to meet first to consider if enough has been done to correct the inappropriate behaviours and whether continuing the placement is or isn't causing a significantly detrimental effect to that pupil and other pupils. Parents then invited in to discuss.

Recording of Incidents/Strategies

- Daily Logs – These are a snapshot of each day for parents which is sent out once a week by email, accompanied by a phone call with the tutor. It allows parents to see, against a set of criteria, how positive their child's behaviour choices have been
- Individual Risk Assessment
- IPPs based upon EHCPs and PIEs targets.
- Learning Conversations recorded on a slip and logged onto Integris. (School MIS)
- Significant incidents recorded on DATIX.
- Rewards recorded on Integris.
- All parental contact – Negative or Positive recorded on Integris.
- Form Tutor Behaviour Plan – Clayhill School Format
- Pastoral Support Plan – Clayhill School Format

Creating a positive 'Behaviour for Learning' Environment

Clayhill school use a variety of approaches to ensuring that a positive 'Behaviour for learning' environment is created to ensure improved pupil outcomes.

PDMs:

- Clayhill staff receive two 30 minute Professional Development Meetings a week. One specifically for Teaching and Learning. The other for Inclusion.
- SLT and outside agencies will deliver a variety of Inclusion based workshops throughout the year addressing, amongst other things, behavioural strategies such as – behavioural redirection, language of choice etc.
- SLT will identify, through the HEX approach, any individuals who may require training or support with behaviour management and will put plans in place in order to achieve that.

Classroom Environment/organisation:

- Staff ensure that their classrooms are in line with the local 'Environment Checklist'. Learning walks of the environment conducted regularly and feedback given.
- Classrooms should be calm and purposeful in their atmosphere and the classroom has to be tidy, clutter free and not overly-stimulating.

- Teachers to be the leader of the classroom. **ALL** staff to take ownership of behaviour management of a group they are working with. The relationship and recognition of standards and expectations has to be built between the member of staff and pupil in question. This is essential for ensuring standards are met and pupil respects instructions of the teacher.
- Greater identification of what are primary and secondary behaviours and responding appropriately.
- **DISTRACTION** should be applied as a strategy in efforts to de-escalate a situation.
- Warnings should be given to pupils to explain and make them aware that their current choices are inappropriate; however, this should not be done with the rest of the class as an audience.
- **ALL** staff to be vigilant at the changeover of lessons. Where pupils will need to move classrooms (apart from KS4 groups), the teacher will lead the class to their next lesson.
- Staff ensure that modelling of pride in our school is consistent and apparent to pupils. This should be actively encouraged at all times.
- Any instances of damage or vandalism should be reported to the site maintenance team instantly.
- All efforts should be made to limit disruption to lessons. This includes ensuring toilet breaks are taken in social times as well the classteacher not calling pupils to their desks. Staff should be going to the pupils for live marking.
- Classrooms should be constantly well resourced so no stresses are created or incidents as a result of a pupil not having the equipment required.

Lesson Content

- Lessons should be planned in advanced to give staff the time to consider personalisation for the pupils in their class. All planning for the week ahead ready and submitted by the Friday before.
- Topic planning to be completed each half term/term and creatively planned to engage the specific pupils in the classroom.
- Active learning included within lessons.
- Range of teaching strategies to meet pupil need and allow **ALL** pupils to access the curriculum.
- Considered seating plans and ensuring dynamics of the room allows for pupils to focus at the optimum level.
- Varying levels of confidence and self-esteem catered for in class. Staff aware that negative behaviours can be a communication of the fact that the pupil finds the work too difficult or not challenging enough but cannot communicate this effectively.
- Pro-active, flexible and responsive approach to lessons.
- Understanding that pupils will need to leave the classroom for movement breaks/interventions/therapy. Staff to ensure they are aware of this prior to the lesson and so is the pupil.
- Any change to 'regular' practice to be communicated to pupils in advance.
- Variety of independent work, paired work and group work.
- The Hexagonal Approach to Training and Learning has helped develop enhanced classroom practice and pedagogy. The school has a teaching and learning local procedure which builds on this.

In class response

- All staff must ensure pro-active strategies and planning is put into place and reflected upon daily to reduce the potential occurrence of a behavioural incident. Preparation to this extent not only ensures there is no disruption to other learners, but also avoids an occurrence which is likely to have a negative effect on the self-esteem and well-being of the pupil concerned.
- Praise should be used appropriately for effort and positive choices, however staff will consider the fact that some pupils find public praise stressful and that can trigger behaviours.
- Staff to appropriately encourage and challenge pupils.
- When a child is becoming dysregulated, warnings should be given verbally as privately as possible. Nothing should be recorded on the board or made public to the rest of the group.
- If a more public challenge of behaviours is necessary then staff will give calm and clear instructions and a reasonable time frame in which behaviour must be changed and make it clear of the consequence of not doing so. (This **CAN NOT** be an empty suggestion and must be a fair consequence that staff can follow through on).
- When challenging behaviour, refer to the Clayhill Code of Conduct, Values and remind calm and consistent throughout. Instructions should be clear and concise without being confrontational.
- If a child displays any of the following behaviours, it will be necessary for them to leave the classroom with an adult. This would ideally be the class TA but support from SLT can be requested where necessary:
 - Verbal/Physical abuse towards staff/pupils. (Recorded on DATIX and phone call home)
 - Disruption to the extent where the teacher is prevented from teaching.
 - Health and safety risk to themselves or others.
 - If the pupil refuses to move and there are concerns around the well-being of other pupils, move the rest of the class out.
- Use change of face as a strategy to de-escalate a situation.
- If a pupil has to leave the classroom. A TA should support 1:1 until the situation has calmed and there is opportunity for a restorative conversation between the pupil and member of staff/pupil concerned.

- Pupils that need to leave the classroom should work in the focus area inside the library with their 1:1.
- It will be clearly communicated to pupils that missed work will need to be covered during a 'catch up' session during social times.
- Class removals to be recorded on Integris after the restorative meeting. Agreed actions of the meeting to be recorded.

Positive Handling

The Schools follow the LA and national guidelines on positive handling and uses the Team Teach Approach; a recognised intervention strategy which promotes de-escalation, diversion and diffusion to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline both in the classroom or elsewhere (including school trips). All staff are given training and refresher courses at regular intervals. All parents/carers and pupils are informed of our local procedure at initial interview.

There are occasions when pupils are putting themselves or others at risk of harm and as a last resort physical intervention has to be employed.

Team Teach involves to positive application of force to overcome moderate resistance, guiding and directing person's free movement. The paramount purpose of this application should be to safeguard the person, other people or prevent significant damage to property. Each PH incident follows the principle of minimum force, least intrusive and least restrictive for the shortest amount of time.

The overriding principle adopted by the school relating to positive handling is that the best interests of the child takes precedence over every other consideration. The physical techniques that have been developed and which are employed in the school rely on biochemical efficiency rather than physical force. This ensures that no party suffers injury or are subjected to extreme discomfort or pain. The School does not plan to effect ground holds.

Protocols are in place in Positive Handling practice that reduces the length of time that physical interventions are applied by offering choice at regular intervals. Often the introduction of a new, uninvolved person serves as a positive turning point, where the perceived or real focus of anger is removed.

As soon as possible following a significant event, parent/carers/care staffs are informed by a staff member of staff and where the antecedent, behaviour and consequences are discussed.

Immediately following any incidence where aggressive or violent behaviour has occurred, it needs to be recorded onto DATIX. This record is available for inspection by the child's parent/carer should they wish to do so.

Each completed record is seen and signed off by the Deputy Headteacher and behaviour lead. It is analysed termly to identify key issues and to address what strategies can be amended or introduced to reduce PH incidences.

All pupils will be checked for injuries immediately after the RPI, and again the following morning, in the event of the RPI taking place on a Friday injury checks will be made 1st thing on Monday.

Bullying

Bullying is a form of disruptive behaviour whose effects can be long-term and deep rooted. It can take various forms of name-calling, teasing and physical abuse to intimidation, extortion and serious physical assault. Racial and sexual harassment are particularly insidious forms of bullying.

Bullying arises from a wish to hurt, threaten and frighten someone else with intent, often repeated regularly and not a series of 'one-off' events. It can be:

- Physical, involving pushing, pinching, hitting or kicking.
- Verbal, involving name-calling, teasing, taunting or threatening.
- Silent, involving the isolation of the victim by ignoring him or her, or by excluding him or her from group activities.
- Emotion, hurting feelings.
- Deliberate damage to the victim's property, or taking that property without permission.
- Sexual, rude comments, touching when you don't like it.
- Cyber, nasty texts, emails.
- Homophobic, improper use of the word gay.

At Clayhill School we use the **STOP** approach to support our message to pupils about bullying as both a definition and strategy acronym:

S – Several

T – Times

O – On

P – Purpose

S – Start

T – Telling

O – Other

P – People

There is a separate local procedure on Anti-bullying as well as a complaints procedure for pupils. **ALL** pupils have a right to come to school feeling safe and valued. Bullying will not be tolerated at Clayhill school.

Exclusions

Exclusion from school is a legitimate last resort for pupils who seriously fail to work within the accepted framework of discipline. It is not considered as a sanction for pupils at Clayhill School but to give the pupil concerned the opportunity to reflect on their behaviours and/or the school the chance to put alternative strategies and arrangements in place in line with the school's Safeguarding Local Procedure. In some cases it is necessary to protect others.

The school only uses exclusion either in cases of severe breaches of behaviour or as a last resort when a variety of other intervention and support strategies have been tried and failed. It is important to be seen to be fair and to allow pupils a realistic return to school so that they have the opportunity to move forward from their previous misdemeanours. During the time of exclusion work will be arranged for the pupil.

Any pupil who has had fixed-period exclusions and is thought to be at serious risk of further exclusion should be included in their IPP (Individual Pupil Plan), specifically addressing what measures are in place to reduce the risk of further exclusions. This is to be implemented during the first re-integration meeting held with members of senior management and relevant tutor.

This is a school-based intervention to help individual pupils better manage their behaviour, and it should involve other agencies where appropriate.

It should:

- Set clear targets for improved behaviour, within a fixed timescale.
- Detail strategies to support the pupil to meet the targets.
- Identify rewards for meeting the targets.
- Identify sanctions that will be applied if the targets are not met.

Terminating placements is an extreme last resort. This decision will only be made when the 'Behavioural Development Process' has been completed to the highest standard and all strategies/approaches, including additional therapies, reduced timetables, alternate timetables etc. have been applied and exhausted. Essentially, a decision to end a placement is because the placement is no longer appropriate for that child and is detrimental to the progress and well-being of the other pupils in our care. This is a lengthy process and involves parents, local authorities and senior leadership throughout.

All potential exclusions, both fixed term and permanent must be discussed and approved only by the Priory Lyndhurst Governing Board.

Parental Engagement

Pupils make the most progress when there is a supportive team of individuals and professionals surrounding them. At Clayhill School, parental engagement is an essential part of transforming the lives of the young people in our care. Staff follow a set of standards in relation to parental engagement:

- Staff will communicate with parents/carers efficiently and positively.
- Staff will maintain appropriate and professional relationships with parents/carers.
- Time scales and procedures in dealing with complaints is in-line with the wider Priory Group Policy.
- Staff will record meetings/phone calls with parents/carers and their subsequent outcomes on Integris.
- Staff will send home every Friday the Daily Pupil Log Sheets for that past week. This will then be followed up by a phone call to provide further context and allow parents/carers to ask any questions/share concerns.
- Each member of staff will make at least one additional ‘Positive Praise’ phonecall a week for at least one of the students in their form class. This will also be recorded on Integris.
- End of Topic event **WILL** include an invite to parents/carers.
- Each term/half term, a topic overview booklet will be sent to parents/carers to explain what is being covered as part of the creative curriculum.
- End of Year Awards ceremony for all pupils and their parents/carers.
- Parents/carers will be communicated with and invited in for meetings in line with the ‘Behavioural Development Process’ as detailed above.
- Parents/carers to be informed on the same day if a physical intervention was used and also if their child was subject to either physical abuse or discriminated against for a protected characteristic. (As described in the Equality Act 2010).

Summary

Clayhill school is restorative and inclusive in it’s approach to Behaviour Management. Clayhill Staff deliver an approach which focuses on preventative strategies and measures to avoid incidents occurring which subsequently can cause further emotional damage to our pupils.

When these measures aren’t effective, we are flexible and inclusive in thought and understand that behaviour is a form of communication. We address the immediate risk of the behaviours and meet the needs of the pupil in order de-escalate and ultimately allow that pupil and other pupils to engage with the curriculum we provide.

However, and most importantly, when these measures are not effective, we are reflective and consider whether plans and strategies need to be amended.

It is essential that parents work with the school in a positive and professional way to ensure that we provide the consistent message and approach that will be critical to the pupil making the progress required. We make this very clear to our parents and reinforce this to staff.

Essentially, our aim is to ensure that we prepare our pupils for the practical, academic, personal and emotional requirements for the next stages of their lives in order to provide them with the best outcomes and life chances as possible.

Contents Checklist (Local Sites may add additional items – this is a core list)			
Aims and ethos		Behaviour support analysis systems	
Local code of conduct		Monitoring arrangements	
Behaviour support planning			
Training			
Local sanctions or consequences system			
Local rewards system			
Debrief processes			

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions