

EASTWOOD GRANGE SCHOOL

POSITIVE BEHAVIOUR MANAGEMENT AND SUPPORT POLICY



Eastwood Grange Vision Statement:

“Building resilience and skills in our students for an independent, fulfilled life beyond education”

Overview

Eastwood Grange School is an independent, special day school for up to 50 boys and girls aged 5-18 years. The students exhibit a variety of severe and complex educational, social, emotional and mental health difficulties, which have impeded personal developmental and educational success. Many have a number of diagnoses. Our students have breakdowns in a number of educational settings and been failed by the level of support for their needs prior to their time at Eastwood Grange School. They arrive very disengaged with education and life after having experienced many crises and trauma.

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Updated: October 2020 – S Lees

Next review date – October 2021

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1 AIMS

This policy aims to:

- Enable effective teaching and learning
- Promote positive behaviour and children's self-esteem

2 OBJECTIVES

- To emphasise the importance of good behaviour and its relationship to learning
- To provide a framework for the consistent management of all behaviour related issues that disrupt the teaching and learning process
- To emphasise the value of partnership between parents, carers, students and teacher in the achievement of high standards of behaviour within the school community
- To achieve good behaviour for learning principles within each class to ensure that good teaching and learning can occur.

3 PRINCIPLES

Eastwood Grange recognises that effective teaching and learning can only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. Actions, which prevent teachers teaching and students from learning, are not acceptable.

The following principles should be recognised if a whole-school approach to behaviour for learning is to be successful.

- An understanding and acceptance of the policy by every member of the school is important if our aims are to be achieved
- The Positive Behaviour Management Policy is a partnership between all members of the school
- A whole-school approach is intended, wherever possible of managing behaviour through good and good teaching. A pro-active classroom is more effective than a reactive classroom.
- Self-discipline to the teaching and learning process should be the ultimate aim of all members of the school
- Behaviour patterns can be changed and indiscipline managed effectively only when behaviour is handled consistently and routinely by every class throughout the school
- Effective behaviour for learning seeks to avoid confrontation
- Good and outstanding teaching and learning can only take place effectively when behaviour for learning is dealt with appropriately

Eastwood Grange School has developed this with the following key principles:

- There is no evidence that in our context punishment and extreme higher tariff consequences like exclusion change behaviour
- We adopt a restorative approach to incidents, using internal reflection time for low tariff consequences and education off-site with a member of school staff in terms of higher tariff consequences
- We do not reward the expected, but we do reward those who go 'above and beyond'.
- All students require a consistent and caring approach
- Our ethos is based on positive relationships between staff and students and building trust so that students feel safe enough to try new approaches to managing their own behaviour.
- We all get it wrong sometimes and it is important that we learn from our mistakes and try to do it differently next time

Eastwood Grange School has **three expectations** that we aspire to live by at all times:

1. Be Resilient
2. Be Respectful
3. Be in the Right place at the right time

4 PRACTICE

Good behaviour will be promoted through the establishment of good relationships within the school community, built upon mutual respect.

The school curriculum also provides opportunities for consideration of behavioural issues, in particular through the teaching of PSHCE, SMSC and SEAL.

The school will seek to provide a relevant curriculum for all students in association with promoting good behaviour for learning.

The provision of high quality teaching and learning is central to achieving good behaviour. Likewise, the provision of high quality and consistent behaviour for learning approaches is central to achieving good teaching.

5 REWARD SYSTEMS

- Throughout the day students who have been recognised as going 'above and beyond' by staff, visitors or peers will have their name up on the recognition board in class.
- Students with the most incidents of going above and beyond each week will be invited for Hot Chocolate and Bacon sandwiches with the Senior Leadership Team on Friday mornings for 15 minutes to say Thank you.
- Students 'caught being good' and whom are demonstrating themselves as resilient learners, may receive on the spot prizes by Senior Leaders. These come in the form of signed (by SLT) petty cash vouchers for an amount of between £2.00 and £4.00. Pupils can either use this small amount to perhaps enjoy a drink at a café with a specific support member of staff. This gives a young person a chance to chat about how they are doing, what is perhaps going well currently in their life and what is not and it also allows attachments to staff to further embed. Some pupils may wish to save up their vouchers until they have reached £10.00, in which they are then welcome to swap those vouchers for an Amazon Voucher.
- There are opportunities throughout the school day, for children to learn, about the values of Respect, Resilience and being in the Right Place at the Right Time. The three R's form part of our hidden curriculum and are seen as key aspects around supporting children's success in life after school. The Three R's form part of the norms, values, and beliefs conveyed around the school site. Low Level Behaviours are tracked using the three R's in support of keeping higher tariff negative behaviours to a minimum. Children can earn six ticks a day based on overall resilience to learning and rising to challenges, being in the right place to achieve in their lessons and respecting all staff and children in class and around the school site. These are tracked and recorded and converted to a percentage score at the end of each half-term, where rewards for success can include shopping vouchers.

6 CONSEQUENCES OF NEGATIVE BEHAVIOUR

We have an expectation that pupils will behave appropriately within the school. However, we recognise that this is not always possible; therefore, we have a structured consequence system in place. All young people need boundaries and none more so than those with behavioural, emotional and social difficulties. Often, they have learned to gain attention in a negative way and so, on occasions, continue to act in a way, which is both unacceptable and upsetting to the pupils themselves. No consequence is applied without a warning and with advice as to how the pupil can change their behaviour. Pupils at every stage, have a choice regarding their behaviour – making the correct choice is part of their development.

All negative behaviours have consequences. Our scale of consequences is designed to give pupils opportunities to reconsider the choices they are making. From low-level behaviours, that may upset the running of education within that class or disrupt the running of the school site, to higher-level behaviours that might include assault, aggression, absconding or damage to property.

Low Tariff consequence may include:

- Early intervention to lower the risk of escalation with a Positive Behaviour Manager (PBM) if available
- Informing a PBM to work with the young person in class at a specific allocated time
- Internal reflection time – Involving support staff or a PBM working with a young person outside of the classroom environment, but within the school environment, to address any social and emotional issues on a short-term basis to try to integrate the young person back into class or to catch up on work.

Higher Tariff consequence may include:

- Organised education off the school site with a member of school staff and/or a PBM, to ensure that a young person does not miss out on education, is in attendance with a member of school staff and is ultimately safe during the hours of education
- Where risk of educating off-site is assessed as too high then internal reflection time – Involving support staff or a PBM working with a young person outside of the classroom environment, but within the school environment, to address any social and emotional issues on a short-term basis to try to integrate the young person back into class or to catch up on work.
- At a suitably appropriate time, pupil de-briefs will be done involving the PBM's
- Meetings may be held within the school involving therapists, school staff and other staff involved with the pupils education to discuss new ways forward. These may be added to the pupils What Works Plan (WWP).
- The pupil is always consulted regarding possible changes to their WWP, in order to support behaviours next time and lower anxieties and trigger points in the future.
- Continued and persistent disruption may include holding a meeting with parent/carers and Local Authorities, to discuss ways of working with a pupil moving forward and review of the way that we work with that young person

7 COMMUNICATION

It is really important that we have good lines of communication with parents and carers so that you can also help a child to reflect on their time in school and support by also positively reinforcing when students have had a good day. Tutors will ring daily when requested, but at a minimum will have weekly contact. This is agreed between parent and carer and school..

8 WHAT WORKS PLANS

The school has an individual behaviour plan for every student called a 'What Works Plan'. This is written in partnership with the student and updated at least every half term and directly after any incident.

9 SEARCHING AND CONFISCATION

The Head Teacher has the right to ask for a voluntary search or authorise a search of a student where contraband has been seen. Contraband could include smoking materials, drugs or weapons. A staff member of the same sex and with a witness must conduct a voluntary search. If a child refuses a search then the Head Teacher has the right to conduct a search with force and/or contact the police, although this is very uncommon. The young person will be escorted to a place of safety away

from other children, so as not to cause distress to all. Once the item has been passed to a member of staff and the young person is deemed to be in a positive frame of mind they can return to class to reintegrate with other students,

It can also include mobile phones and electronic devices that are being used at unauthorised times or in inappropriate ways. Where this has occurred, the phone or electronic device is confiscated for the day, and returned to the young person at the end of the day. A warning is given and a mobile phone policy shared with the young person.

Parents and carers are always informed and if searches are required the following morning before a young person enters class, parents and carers are also made aware of this occurring the night before, as well as the young person.

10 ROLES AND RESPONSIBILITIES

Positive Behaviour Managers will:

- Provide dedicated intervention and support to individual children, identified by the Leadership Team, teachers, staff and Therapists, as needing more nurturing interventions related to emotional support, in order for them to access learning again
- Provide a child facing and supportive approach within the classroom and outside the classroom in order to support a child's emotional needs
- Work with the Transition and Educational Interventions Lead to develop and maintain interventions in line with the school's nurturing ethos
- Establish a good relationship with students by using language and other communication skills that the students can understand and relate to
- Be fully aware of information to support every student (e.g. EHCP)
- Transition students into the classroom as and when required
- Develop strategies for positive behaviour across the school
- Identify methods of reengaging students in their teaching & learning groups with a focus on restorative practice
- Set the standard for positive role models in line with school policies amongst staff and students
- Positively engage with and support our students both in and out of the classroom, using a range of interventions
- Feed back to teaching & learning, support and leadership staff with regards to effective engagement strategies
- Report as required on the impact of the role both in terms of data and the development of our students and contribute to student reviews
- Take part in and lead on continuing professional development

Each PBM carries additional responsibilities appropriate to interests in areas of behaviour management, broadly: student experience and student development.

The PBMs organise specific times to work with children, or sometimes work with children 'in the moment'; they produce reports which help to feed in to data reports and case review information. They help to drive interventions appropriate to a student's behaviours.

Teachers will:

- Plan and deliver engaging lessons of an appropriate level of challenge
- Embed a school ethos for learning, so that students know when it is time to start work for any particular lesson.
- Structure classroom seating in a way that each student is given the best chance of learning

Teachers and Teaching Assistants will:

- Maintain a positive outlook to student learning by giving regular constructive feedback and/or understated praise

- Promote positive self-esteem and class behaviour expectations
- Ensure displays are kept tidy and up to date
- Ensure that all classrooms are kept tidy and welcoming all of the time so as to promote an atmosphere of order and calm

The Leadership Team will:

- Incorporate the six areas of focus identified in good behaviour for learning, into the hexagonal approach used to monitor progress over time
- Conduct learning walks and give constructive and helpful, supportive feedback every half term, at least
- Continue to use an open door policy to learning walks
- Have an open door policy regarding student access to the Senior Leadership Team, allowing students to exercise pupil voice at appropriate times of the day, that doesn't disrupt their learning
- Will identify along with class teachers and the Therapist team children requiring strategic interventions, to support their learning
- Analyse the behaviour, serious incident and RPI data for trends related to students, the shape of the week, the school and staff, with interventions being planned accordingly
- The above is currently undertaken by the Head Teacher, who is in charge of behaviour through a maintained set of Word and Excel documents, e-mailed out to staff once a week, involving action points and ways of working with pupils who show increasing episodes of negative behaviour moving forward. E-mails go out on a Sunday to Senior Leaders, teachers to share with their teams and the Therapists who work with highlighted individual children

11 AREAS OF FOCUS

Environment

Class Seating/Individual Space

- Children are seated in the best possible position so as to enhance individual learning. Learning can be seen to be happening because of this
- Class teachers should be pro-active in their approach to classroom seating and move seating if learning does not appear to be happening

Display

- All classroom staff are responsible for clean, tidy displays
- All displays must include a brief description of the work, so that the viewer/child has some context as to the learning process
- Children's work should be named
- Spending time on well thought-out and considered displays tells the children we teach that we care about the work they do for us and helps to promote self-esteem

Tidy and Welcoming Classrooms

- Every classroom at the beginning of every day should look tidy, uncluttered and free of rubbish and litter on the floors and surfaces
- Staff should be mindful that our students can live chaotic and cluttered lives, or exhibit chaotic and cluttered learning. A calm and tranquil learning environment can help to reduce those anxieties to learning
- Children should be given the opportunity to learn in a text rich environment, which should include visual display prompts for subject terminology and/or a 'go to' area within the classroom for English and Maths resources

Consistent (Staff) Routines

Constructive Positive Feedback

- This should be evidenced during any lesson by the staff around the child and through effective marking and feedback procedures and class reward systems
- Children are aware of the high expectations we set to their learning
- The Behaviour Toolkit can be read and should be used in conjunction with this pathway

Embedded Classroom Ethos for Learning

- A visible set of learning objectives and personalised learning outcomes are evident for every lesson, including the use of the whole-school self-assessment scheme of B (Beginning), P (Progressing) and E (Embedded)
- Challenge is evident during lessons, through questioning and because students do not habitually get all their work right and the tasks are matched appropriately to individual needs, showing that teachers have high expectations
- Marking and constructive feedback from both the teacher, TA and students are frequent and of a consistently high quality, moving learning forward
- Opportunities are given for independent learning
- Extra adults in the classroom generate high levels modelling and commitment to learning. Extra adults are used to monitor and evaluate students' learning to inform future learning
- Teachers and Teaching Assistants should find their own class ways of getting children ready for learning. This may be to reduce barriers to learning, and might include visual aids.

Positive Self-Esteem, Class Behaviour Expectations:

- Children should be reminded of classroom behavioural expectations by the teacher of the class, first and foremost
- Individualised and whole school class behavioural systems are in place and used accordingly to encourage positive behaviour expectations
- A positive self-worth 'can do' attitude should be embedded within the classroom environment

12 THE USE OF POSITIVE PHYSICAL HANDLING (INCLUDING TEAM TEACH)

All staff are trained in Team Teach, usually to the advanced level. Behaviour plans must take into consideration this training and all staff must follow the plans when they have been agreed and discussed with parents and other professionals as being appropriate.

Occasionally, regardless of how skilled staff are and how good their relationship with the individual student, attempts to de-escalate the situation do not work. At this point, staff may physically intervene with a student. This will only happen if the student is placing themselves, other students or staff at risk, to prevent extensive criminal damage or if the student is displaying behaviour that is prejudicial to good order and discipline within the school setting. The handling strategy should be seen as a positive action rather than a negative one and at all times staff will talk to the student to enable de-escalation. Following a physical intervention, the lead member of staff will undertake a

debrief interview with the student and all staff involved receive a debrief interview to review and look at strategies to prevent similar issues occurring.

Any intervention must be moderate and time constrained. Staff must not enter into a course of action unless training and guidance has been given and they have the capability to achieve success. Training for staff must be refreshed on a regular basis, and certainly every two years. Due to the high level of BESD within school, staff are trained to an advanced level. Incidents, are always recorded in detail and their reporting is monitored to ensure actions taken are appropriate.

When students are unable to control themselves, staff can help them gain control, however briefly, with the intent of teaching them the skills necessary for self-control. The safest, most effective techniques are of little value if students are not helped to develop a more constructive way of responding to the stimuli which caused the crisis.

Positive Handling Techniques

Prior to becoming involved in a physical restraint of a student, staff must consider the following:

- If it becomes necessary to handle a student, to avoid injury and the infliction of pain, the amount of force used must be the minimum necessary to hold the student safely.
- The length of time a student is handled should be the minimum necessary to achieve the immediate objective.
- Whenever possible, there should be at least two members of staff present when a student is being handled.
- If it is necessary to handle a student, a member of staff of the appropriate gender must be present from the earliest possible time.
- Following the incident, the student, once calm, must be fully debriefed; this will allow for reflection and for discussion on what happened. The outcome of the meeting is recorded.
- Members of staff involved in an incident should be fully debriefed and the incident discussed to ensure that all procedures were clearly followed.

Recording the Incident

- All incidents must be recorded on the appropriate form via the DATIX reporting system and reviewed by members of the Senior Leadership Team.
- The Management Team review incidents. Action and lessons learnt from this review will be recorded on DATIX and passed on to staff as appropriate.

13 FINAL COMMENT

Behaviour Management is the responsibility of all staff. The common strategies and approaches detailed in this policy will facilitate joint working and strengthen the provision we offer to our students.

Any concerns that staff have in relation to behaviour management strategies, including Team Teach, or any general questions about this policy should be relayed to the Head Teacher.

CONSEQUENCES OF NEGATIVE BEHAVIOUR DURING COVID 19

Amendments to the Positive Behaviour Management Policy during Covid-19:

At Eastwood Grange, not excluding pupils for negative behaviours is an important part of our ethos. We recognise that many children who attend Eastwood Grange may have been excluded from previous settings, and generally, exclusion is seen as an unhelpful and unsupportive measure. Our staff feel that internal or organised external support that enables opportunities to explore the consequences of negative behaviours with our young people is the most effective measure.

However, there has recently been a need to seriously review our measures around non-exclusion since Covid 19, particularly where it involves some of our young people spitting, licking and biting staff. Spitting and biting is a form of assault, normally judged by us to be considered as a consequence requiring internal reflection (a time for staff and children to reflect on this behaviour within the confines of our school); as we feel that spitting and biting particularly is usually a result of already heightened behaviour.

Since Covid 19 has been with us early in 2020 our staff have worked tirelessly to provide continuous education and schooling to your children. However, since the emergence of the new variant, identified in England in December 2020, (a far more contagious form of the virus, more easily passed from person to person and causing far greater deaths); spitting, licking and biting has become of far greater concern to us at Eastwood Grange. It is beginning to cause anxiety and stress with many of our staff and other pupils. We have also seen that some children are able to recognise that they can use the threat to spit at a member of staff as a way to cause additional anxiety.

For this reason, we have had to review the consequence of spitting, licking and biting at Eastwood Grange School, whilst Covid 19 exists and after consultation with the Governing body, it is agreed that this action by children will result in a fixed term exclusion from school. We have to remember that Covid 19 does not always show itself and some people can be asymptomatic. It is this uncertainty that makes the virus so difficult to work with and why it is causing heightened anxiety amongst the staff and school community generally, and our overall aim is to keep everyone as safe as possible during these difficult times.

The length of the Fixed Term Exclusion (FTE) will be considered in consultation with the staff that have been assaulted and the motive behind the incident, but can be no longer than five days. If an FTE is going to occur a letter will be sent to parents and carers informing them of the length and reasons. With outlining options for appealing or complaining, in line with Derbyshire's Exclusion Process and Procedures. The school has a duty to provide work during this period.

It is hoped that all children are able to make the right decisions regarding spitting, licking and biting staff, so that we can continue to provide them with the education they deserve.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
9 th April 2019	Eric Knutsen, Head Teacher	Brought together 3 different policies into 1, as defined by the local procedures document. Updated information in light of material change.
13 th September 2019	Stuart Lees, Head Teacher	Amended to reflect rewards relating to the hidden curriculum and the Low Level Behaviour Tracker that was introduced
11.3.20	Stuart Lees	Updated in September. Current procedures still relevant
1.2.21	Stuart Lees	Amendment made to the consequences for spitting, licking or biting during Covid 19