

Document ID ref:	ED0012
Policy Name:	Promoting Positive Behaviour and Consequences
First issue date:	01/08/2021
Review date:	18/01/2024
New version date:	22/01/2024
New review date:	22/01/2025
New version ref:	V3
Summary of changes:	Review

CONTENTS

- 1) Introduction
- 2) Training
- 3) Behaviour Management Systems
- 4) Exceptional Behaviour and Attitude
- 5) Reflection
- 6) The Scope for Unacceptable Behaviour
- 7) Serious Incident (including physical intervention)
- 8) Return to School
- 9) Reporting Serious Events
- 10) Adult Responses to Behaviours of Concern
- 11) Retention of Rights

1. Introduction

This policy has been written with regard to the non-statutory advice: Behaviour and Discipline in schools (2016)

This policy should be read in conjunction with the school's safeguarding, internet acceptable use, whistleblowing and staff code of conduct policies.

At Esland Education, we aim for the development of the whole student encompassing all learning, including skill acquisition, building relationships with others, developing knowledge, and making progress through a variety of activities. These learning activities can be in the more formal setting of a classroom but should also be promoted in the more informal settings out of the classroom. Learning to socialise, co-operate, negotiate, and collaborate are key skills that young people will need to adopt in order to become good citizens and take their place in society as young adults. Young people should be given the opportunities to promote their understanding of these issues and the teaching and residential care workers have a significant responsibility in this. The school also seeks to actively promote good values such as tolerance, the rule of law, individual liberty and democracy (FBV).

We understand our duties under the Equality Act (2010) including issues related to students with SEND and how we make reasonable adjustments.

At Esland Education, we endeavour to provide opportunities for student growth and development in the above areas, both in and out of the classroom. Personal, social and health education alongside Social, Moral Spiritual and Cultural opportunities provide the backbone of the curriculum and materials are used to empower young people and develop a local and global sense of identity and responsibility.

It is important that the rules and expectations in Esland Education are adhered to, and that students are encouraged to discuss any problems they may have with a teacher or another adult. The rules are simple and straightforward to ensure understanding by all and are displayed around the building. However, we recognise that students do not sometimes act within the rules or expectations and on these occasions, staff must respond in a consistent, clear and purposeful way, to ensure that the school environment remains a safe and welcoming place for both staff and young people alike. Under no circumstances is any form of corporal punishment permitted, nor the use of Physical Intervention as a punishment.

2. Training

As our schools are a trauma informed setting, all staff are trained in several areas of SEN and disability - such as autism spectrum diagnosis, ADHD and attachment theory plus areas of therapeutic parenting and prevention, protection and restoration techniques including PACE, ACES, Zones of regulation and mindfulness. All staff also receive training in first aid and Physical Intervention (please see Positive Handling) and how to use this training to positively manage behaviour around the school. Staff are also routinely made aware of the contents of this policy and its aims and objectives in helping young people to manage their behaviour and to receive the best support from staff to achieve this.

3. Behaviour Management Systems

Bedford

The token system of rewards is student friendly and easy to follow. It is displayed in every classroom. We have introduced a token system within school, where students receive a token for any of the four reasons:

- Engagement in learning
- Perseverance
- Collaboration
- Respectfulness

The students have been allocated a house group: purple, blue or yellow. Each time they receive a token, it is placed into a clear box which are located in each room. This way, there is instant recognition and a visual representation of their success. Each week, these tokens are counted and collected into 3 main boxes which are on display in reception. At the end of each half term, the house with the most tokens and the students from each house with the most tokens will have a reward).

Daven

The points system of rewards is student friendly and easy to follow. Students earn one point for demonstrating each of the school expectations – linked to our values. Additional points are earned for demonstrating positive character attributes throughout the session. Teachers award points based on their assessment of the student during the lesson on cards that the young people carry with them. The points are put onto our Management Information System by the teacher and then are calculated daily.

The totals can also be added to a reward chart in the student's home and in the classroom. This daily total will go towards an end of week reward (students have an input into the rewards offered to them).

Grantham

At Grantham students have a merit system in place which has a financial amount attached. Students can use this money to purchase appropriate items or save and get a 'Love to Shop Voucher'. The weekly merits are collated and each week students of a Friday will get to attend a bronze, silver or gold award depending on the amount they have earned during lessons. If students damage property then although the merits are not taken off an amount of money for said damage e.g. £1 for each item damaged will be used to help students understand the cost of damage.

Every Monday in Tutor time the students will discuss the three targets that they will be working towards that week. 1 target is mandatory and it to attempt all work in lessons and the other two are personalised to the students and their needs.

4. Exception Behaviour and Attitude.

Bedford

A headteacher's postcard can be issued for those students that have displayed an exceptional attitude to their learning both inside and outside of the classroom. In addition, a postcard can be issued for showing exceptional kindness, thoughtfulness and helpfulness.

Daven

A Headteacher's postcard can be issued for those students that have displayed an exceptional attitude to their learning both inside and outside of the classroom. In addition, a postcard can be issued for showing exceptional character attributes. When a student receives a postcard, they are to show this to the Headteacher to be awarded 10 points towards their positive behaviour total.

Grantham

The headteacher can also give additional Merits to students and a headteacher's postcard can be issued for those students that have displayed an exceptional attitude to their learning both inside and outside of the classroom. In addition, a postcard can be issued for showing the school values of:

- Perseverance
- Adaptability
- Respect • Responsibility
- Teamwork

5. Reflection

Bedford, Daven and Grantham

Reflection is completed at the beginning of the school day and is a valuable tool in building relationships and improving behaviour. It is a one-to-one meeting with each student's form tutor to look back on the points earned, as well as the positive and negative aspects of the previous day. It is used to close/deal with issues so that the next day can begin afresh. The tutor communicates via an email sent to the home/parents/carers to highlight any praise, issues or concerns.

6. Scope for Unacceptable Behaviour

Many students bring with them a range of behavioural issues connected with previous education experiences and social circumstances. Sometimes settling into school takes time and the behaviour of the student falls below what is expected within a school environment. There may be significant attachment issues that prevent progress from being made. In this case a slow, phased integration lesson-by-lesson and close working with the home manager and therapeutic team is required, based on a shared knowledge of the student's behaviour. Progress will be carefully monitored as relationships are established. The school aims to enhance stability and to provide support through individual strategies including adaptations to the timetable to help build positive engagement.

The school has developed a set of clear school expectations which will allow learning to take place, and these are displayed around the building. These expectations are not negotiable and are a basic school requirement, ensuring an orderly environment for the whole school community.

The range of behaviours seen are varied and challenging and differ between young people given their background history. Some of the low-level behaviours that are seen include:

- Being unkind
- Leaving the room without permission
- Not completing the appropriate amount of work
- Calling out
- Rudeness to staff
- Unacceptable behaviour towards staff or other young people including spitting, physical threats or intimidation
- Rude or abusive language
- Non-compliance with staff instruction
- Physical assault on peers/adults.
- Behaviour likely to disturb the learning of others
- Behaviour likely to cause damage to property or equipment
- Behaviour where students have made malicious accusations against staff

This list is not exhaustive but provides a framework for evaluating individual issues and approaches. Using the levels will allow assistance of recording correctly on our Management Information System.

Low level disruption issues are minor behaviours, which are recorded on our Management Information System but are dealt with by the class teacher or form tutor if appropriate, although the assistant head or deputy headteacher can be informed if more support is required.

Serious behaviours will require the intervention of the headteacher or deputy headteacher and usually result in a consequence or meeting to resolve these issues.

These are to be recorded following school procedure.

In all circumstances, informing the student's parent or carer must be part of the strategy used, including if necessary, seeking an urgent meeting with them. This meeting should occur within **3 working days**. When meeting the parent or carer the teacher will raise the concerns they and the teaching staff have over the continued poor behaviour of the student and ensure the headteacher is kept informed of all developments. The staff team with clear direction from senior school leaders will evaluate on a daily basis how things are progressing with each student and the behaviour strategies which are required. Such options may include:

- Catch up
- Work to be completed at home
- 1:1 working
- “Quiet room” of change of learning space (which is used to help students reflect and calm down where and when necessary and appropriate after other strategies have been unsuccessful and the student is becoming a danger to themselves, others or school property)
- Rescheduled missed learning

Persistent breaches of expectations will be fully reviewed in order to modify the student’s personal learning plan and Behaviour Support Plan. The aim is to build a consistent approach.

7. Serious Incident (including physical intervention)

These are to be recorded on Management Information System using the ‘Behaviour Incident Slip’. If a serious offence (such as violence, aggression, or a criminal offence in school) occurs, a student can be internally or externally excluded **as a last resort for a fixed period of time**.

The length of exclusion depends on the seriousness of the offence and the risk posed to other students. An exclusion can start from an afternoon for a one-off offence that does not require police involvement, to a fixed term exclusion of multiple days.

During this time, work will be sent home either in hard copy or email format. Therapeutic input may be required; this may also entail organising home tuition for a period of time until we feel that the student is ready to return to the school environment. The option of exclusion will only be taken in exceptional circumstances. Should this exclusion option be taken, the headteacher will discuss the reasons for the exclusion and make clear the proposed plan to enable the student to return to school.

If applicable, social workers will be informed at the point of an incident via an immediate telephone call/email. Once complete the social worker and care home will receive an approved copy of the incident or Physical Intervention via email from our Management Information System/ school.

Consultation with a student’s parent or carer must be undertaken to establish any reasons outside school which may have adversely affected the behaviour of the student and to establish whether alternative action should be taken to support the student. The following are examples where exclusion may be used, but the decision must take account of the context and any earlier decisions on exclusion:

- Violence or intimidation towards staff and/or other young people including bullying
- Serious vandalism
- Sexual or racial harassment (including electronic communications)
- Possession of, abusing or supplying drugs, alcohol or solvents
- Stealing
- Carrying offensive weapons
- Placing themselves in danger e.g. climbing
- Persistent disengagement that impacts the good order of the school.

A decision must not be made until the headteacher is in possession of all the relevant information and the student’s involvement in the incident is clearly established. The exception to this being where there is an immediate safety risk to the student, other students or staff. Permanent exclusion will occur if there is persistent repetition of a serious offence.

At all times staff must have/show:

- Consistency
- High expectations
- Respect to individual needs
- Empower the students
- Verbal encouragement
- Use of the reward system

In addition, staff must also:

- Record all incidents on our Management Information System
- Take part Restorative Justice practice to encourage reflection
- Record catch ups for any missed work
- Allow for quick reintegration

8. Return to school

Prior to a student returning to school following a fixed-term exclusion, the headteacher must consider a risk assessment to highlight any necessary changes to the supervision of the student in school. This may involve individual plans, changes to the timetable to keep the student away from another student, or an increase in staffing whilst the student is at school. On the day of return the student must have a back-to-school meeting to explain how the return to school will be managed and to ensure the student is supported in not repeating the behaviour that required an exclusion in the first place.

Reflective meetings, which may include restorative justice, are used to ensure any teacher, care staff or student has a way forward and the forum to express their views, explain/understand the impact of their behaviour and where or if necessary, apologise for their actions. If damage has occurred, then the student is offered the chance to make reparation. This may include a charge to repair any damage, although this will be no more than 66% from their own monies, as set out in the school's care standards and which can be paid weekly. In very serious cases of extreme damage the school reserves the right to involve the police and will act on the advice provided.

9. Reporting of Serious Events

It is important that records of any serious incidents that occur in school resulting in a fixed-term exclusion are recorded on our Management Information System. These incidents are reported weekly as part of the Key Performance Indicators report produced by the headteacher to the executive headteacher and directors as part of their governance responsibilities.

A letter notifying the parent or carer of an exclusion will also be written by the headteacher or deputy headteacher detailing the reasons for the exclusion (and evidence where appropriate/allowed within confidentiality and legal bounds), the response required from the student (if any), a time- frame for re-inclusion and any stipulations attached to the return to education. In all cases, where applicable, a letter will also be sent to the student's social worker.

10. Adult responses to behaviours of concern

Where appropriate, sanctions can be imposed on a student following inappropriate behaviour. The schools follows a behaviour matrix that outlines the behaviours of concern and possible adult responses and it is imperative that any sanction imposed must be appropriate to the behaviour. In all cases:

- sanctions must be recorded:
- discussed with the student's care team
- appropriate to the reason for applying the sanction
- not unnecessarily severe
- understood by the student.

If any of these cannot be fulfilled, a full discussion must follow involving the headteacher.

11. Retention of Rights

In addition to the above action, all staff and young people retain the right, without prejudice, to notify the children's services, the LADO or police authorities following incidents of assault, theft or vandalism to their personal property by another person. (See safeguarding and whistle-blowing policies).

We have a strict policy of no mobile phones, cigarettes, drugs or weapons on the school site. All students are required to hand in the above at the point of entry to the building. Should a student be suspected of carrying any of the above, staff will request that their bags/pockets may be searched. This will only be carried out with the consent of the student. In the case of any of the above being found, they will be confiscated, and parents/carers advised. Any actions will be undertaken in line with the DfE guidance: Searching, screening and confiscation (2018).

Individual Learning Plans and Individual Behaviour Support Plans are set and reviewed each half-term.

Any behaviour issues identified through this process, and which are of concern to staff will be fully considered by members of the SLT in order to ensure that the right approaches are established to assist individual students.