

Policy for Positive Behaviour

Policy Review

This policy will be reviewed annually by the Head Teacher, governors and children. As part of the review process the following questions will be asked:

- *Does this policy work in reality?*
- *Do children, parents and staff perceive it an effective policy?*
- *Are the rewards and sanctions appropriate?*

Our guiding principles

At Sitwell, we are primarily concerned about thoughts and feelings and believe in a holistic, de-escalation approach where we encourage the promotion of socially acceptable behaviours for all concerned. We seek to provide security, safety and acceptance; provide a physically and emotionally safe environment. We adopt strategies to reduce risk and members of staff are trained to handle a difficult situation in a positive way. We seek to listen and communicate; understand the behaviour rather than to merely react to it.

Our promise is that everyone within the school community will model the Sitwell Seven values at all time and treat others:

- Fairly, openly and honestly.
- With respect, with understanding and with dignity.
- With an appreciation of worth.
- With compassion, courtesy and empathy.
- With quality care.
- As an individual taking account of their learning style, ability.
- With fairness and firmness when needed.

In this way, we will ensure that everyone is:

- Supported.
- Kept informed and involved.
- Kept safe.
- Provided with boundaries and limits.

In order to achieve our promise:

Adults in the School Community will:

- Safeguard all children and report any concerns to the Head Teacher. Provide security, safety and acceptance; provide a physically and emotionally safe environment.
- Promote respect for all.
- Get to know the children as individuals, including their interests.
- Value each child; foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued. Act as role models to the children and show kindness, sensitivity and empathy.
- Raise self-esteem by communicating a sense of importance, ensuring children experience a sense of their own worth.
- Make clear our expectations of good behaviour. These expectations are stated within our Sitwell Standards, agreed following discussions with pupils and are re-visited and re-negotiated annually.
- Teach children explicitly to understand and manage feelings; encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour.
- Create and maintain a calm, purposeful and happy atmosphere in school.

- Provide consistency.
- Encourage and be specific; say what we do want, not what we don't.
- Establish routines, procedures and boundaries for those who need help.
- Formulate class rules with new class which will be reviewed during the year.
- Provide a stimulating, fun, wide and diverse curriculum that aims to meet the needs of all pupils.
- Offer a range of enrichment activities for children to develop their talents.
- Provide an organised and tidy environment.
- Work in partnership with all stakeholders in school and the wider community.
- Give attention to success i.e. 'catch' children showing appropriate behaviour and reward this. Once a reward is given it is not taken away.
- Constantly model and demonstrate the Sitwell Seven values.

The children will:

- Learn what good behaviour means and value their contribution and role within the school and wider community.
- Listen effectively.
- Work to the best of their abilities to achieve their potential and allow others to do the same.
- Treat others with courtesy and respect.
- Follow the Sitwell Seven values at all times.
- Be well mannered and polite.
- Take care of property and the environment in and out of school.
- Co-operate with other children and adults.

Parents and Carers

We recognise that home is, quite probably, the most dominant influence in a child's life affecting each child's attitude, performance and behaviour.

We ask that Parents/ Carers:

- Support the school in the implementation of this policy.
- Communicate with school to the best of their abilities. A text messaging service, emails, newsletters, twitter and the school website are to be checked by families as the prime sources of information.
- Show an interest in all that their child does in school; encourage, guide, support and challenge.
- Teach children how to manage feelings and changes.
- Be role models for children and model positive social relationships.
- Ensure your child's needs are met.

The Governing Body will:

- Be kept informed of all issues relating to this policy.
- Review this policy with the Head Teacher at an appropriate time.
- Question incidents and issues as appropriate.

How we encourage good social behaviour

The social and emotional aspects of learning are given high priority in school and children are taught explicitly to understand and manage feelings. They are taught to:

- Recognise and highlight good behaviour as it occurs.
- Ensure all children are praised.
- Ensure criticism is constructive.
- Explain and demonstrate the behaviour we wish to see.
- Encourage self-discipline, independence and initiative.
- Create an ordered and organised school environment.
- Reward good behaviour and the Sitwell Seven values through our 'Smiles' award system, Star Learner of the Week and Pupil of the Term award.

We like to 'catch' our children showing appropriate behaviour and reward this. Once a reward is given, it is not taken away.

Rewards

Our goal is for our children to be intrinsically motivated whereby they are engaged in a behaviour because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward. Examples of this may be:

- Participating in a sport because the activity is enjoyable.
- Solving a Maths problem because the challenge is fun and interesting.
- Playing a game because it is exciting.

Our extrinsic reward system is based on 'Smiles' which are collected and exchanged for prizes and privileges. The greater the number of 'Smiles' amassed, the greater the reward, for example a visit to Jungle Mania, play centre, Laser Quest or Yorkshire Wildlife Centre etc. Please refer to the SMILES document. Smiles are awarded by any member of staff according to established criteria, including the Sitwell Seven values. These 'Smiles' celebrate success, reinforce and motivate the children. However our hope is that once these initial skills have been acquired, children may then become more intrinsically motivated to pursue the activity.

As well as 'Smiles' other rewards given include:

- Star Learner of the week Award
- Pupil of the Term Award
- Special responsibilities
- Positive feedback to parents – verbal and written
- Personal and public praise – positive, specific, verbal feedback

Children, who receive 150 smiles by the end of the school year and, therefore, achieve their Gold Award, will also have the reward of a fun afternoon off site towards the end of the year.

Reward System

Children collect Smiles on an individual 'Smiles Card'

50 Smiles – Bronze

- ❖ A bronze sticker will be given to the child to keep on their Individual Achievement Card.
- ❖ The Head Teacher or Assistant Head Teacher will issue a Bronze Award certificate and a letter home to inform parents.
- ❖ The child will receive a personal prize if 50 Smiles are collected within a term.



100 Smiles – Silver

- ❖ A Silver sticker will be given to the child to keep on their individual Achievement Card.
- ❖ The Head Teacher or Assistant Head Teacher will issue a Silver Award certificate and a letter home to inform parents.
- ❖ The child will receive a personal prize.



150 Smiles – Gold

- ❖ A Gold sticker will be given to the child to keep on their individual Achievement Card.
- ❖ The Head Teacher or Assistant Head Teacher will issue a Gold Award certificate and a letter home to inform parents.
- ❖ The child will receive a personal prize and will also have the reward of a fun afternoon off site towards the end of the year.

Sanctions Procedure

Fostering positive attitudes helps us to keep discipline problems to a minimum, but if problems do arise they are treated fairly and on an individual basis. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the offence this may include immediate, permanent exclusion. However, as a general rule for minor misdemeanours, the following sequence should be adhered to.

Stage 1 – After using normal behaviour management strategies including polite requests **give first rule reminder and hand them a yellow card.**

If poor behaviour continues,

Stage 2 - Use the agreed phrase, **'This is your final warning. Do you understand?'**

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour and **hand them a yellow card.**

If poor behaviour continues,

Stage 3 – **No more warnings, take action. Hand them a red card.**

Child sent to designated table/area of classroom.

For the rest of lesson to sit alone and continue to work without causing disturbance.

If poor behaviour continues,

Stage 4 - Child escorted to designated partner class

Child to be sent with work and to spend up to one hour working alone without causing disturbance.

Class Teacher to record incident on CPOMS and to record in class behaviour book.

If a child is sent to their designated partner class, parents will be informed.

Discipline Procedure

If there were any serious or prolonged incidence of behavioural difficulty we have procedures, outlined below, which are followed and we would contact you as parents/carers to enlist your co-operation in dealing with it. At the same time, parents are very welcome in school and are asked to inform us of any problems or difficulties which the child is experiencing inside or outside school which may affect his or her education.

We seek to preserve a happy but orderly atmosphere in the school; creating a climate of mutual respect. It is hoped that discipline need not become a major issue, but that instead a combination of a broad, balanced and relevant curriculum, imaginative lesson preparation, differentiated work, our Rewards systems, and the skill of staff in defusing situations, will usually head off trouble before it begins. As a staff, we need to ensure that we control our reactions so that we do not feed this spiral into conflict. We cannot control other people's behaviour but we can influence it by controlling our own. We need to suppress a natural tendency to respond to provocative behaviour. For some children, any attention can be rewarding.

Nevertheless, members of staff need to know what to do about indiscipline on those occasions when it emerges. They are aware of the six stages of crisis and are trained to manage the situation accordingly.

Our Guiding Principles

At Sitwell, we believe in a holistic approach which involves personal behaviour, diversion, defusion and de-escalation and the TEAM TEACH policy is applied through school. We believe in understanding behaviours and are concerned as much with feelings and thoughts as we are with behaviour. The expectation is that people will continue to communicate, assess the situation, look and listen for opportunities to divert or de-escalate even if they have to hold the child to keep him or her safe. We need to spot the early warning signs of a crisis and divert away from this potential crisis as soon as possible. Communication is vital and we aim to say the right thing at the right time. Sometimes, it is more helpful to keep quiet rather than escalate and inflame the situation. We aim to provide security, safety and acceptance allowing for recovery and repair.

Serious incidents or persistent challenging behaviour which is causing serious concern are monitored by the Head, Assistant Head or SENCO.

We believe in the **CALM APPROACH**. If an incident occurs, staff should be particularly mindful of

Communication

Ensure a calm sideways stance and relaxed body posture. Step back

Use peaceful gestures. Palms open

Use none threatening facial expressions and intermittent eye contact

Use a low tone, volume and pace in communication and choose words carefully to avoid confrontation whilst still dealing with the issue in hand

If necessary follow an agreed script with certain children

e.g Jack, I can see something is wrong / has happened

I am here to help... talk and I'll listen

Come along . . .

Awareness and Assessment

Read behaviour - anticipate what might happen next

Apply your knowledge of handling plans

Physical reassurance and prompts

Listening

Allow time and space - allow pauses for take up time

Give the child a way out

Making Safe

Ensure the environment is safe and comfortable

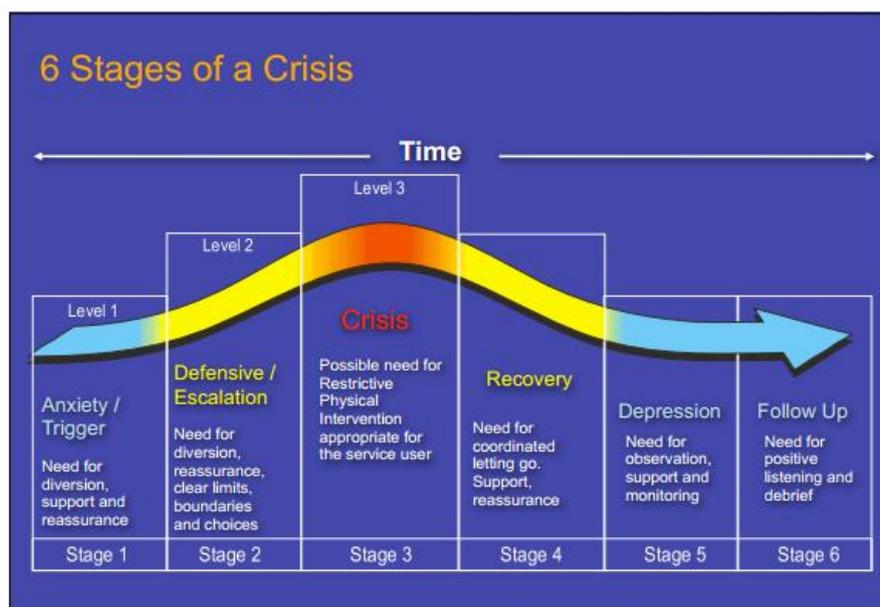
Allow enough space and ensure a calm space/ environment for the child to calm down

Use diversions effectively

Use de escalation techniques so that a situation is often diffused

Guides and escorts

Releases and holds with minimum drama and effort



Stage 1 Warning Signs

- Body position and tension - arms crossed
- Clenched jaws or fists

- Jaw jutting and chest thrown out
- Breathing- rapid, shallow, audible
- Eye contact increased or decreased
- Danger Signals

Stage 1 Positive Handling Responses

R.E.A.D (Recognise, Evaluate, Assess & Decide)

- Read the body language
- Read the behaviour - Assess the situation
- Intervene early
- Communicate – “Talk and I’ll listen”
- Inform of desired behaviour
- Use appropriate humour
- Display CALM stance and body language
- Talk low, slow and quietly
- Offer reassurance – including positive physical prompts
- Divert and distract by introducing another activity or topic

- Stage 2 Behaviours

- Individual begins to display higher tension
- Belligerent and abusive
- Making personal and offensive remarks
- Talking louder – higher - quicker
- Adopting aggressive postures
- Changes in eye contact
- Pacing around
- Breaking minor rules
- Low level destruction
- Picking up objects which could be used as weapons
- Challenges – “I will not...you can’t make me”

Level 2 Positive handling Responses

- Continue to use Level One de-escalation responses +
- State desired behaviours clearly
- Set clear enforceable limits
- Offer alternatives and options
- Offer clear choices
- Give a get out with dignity
- Assess the situation and consider making the environment safer and getting help
- Guide the elbows towards safety

Stage 3 – Behaviours

- Shouting and screaming

- Crying
- Head banging against people and surfaces
- Damaging property
- Moving towards danger
- Fiddling with electrics
- Climbing trees, roofs or out of windows
- Tapping or threatening to break glass
- Moving towards weapons
- Picking up objects which can be used as weapons
- Hurting self
- Grabbing or threatening others
- Hurting others (kicking – slapping – punching)

Level 3 Positive Handling Responses

- Continue to use all the Level 1 and 2 De-escalation responses +
- Make the environment safer
- Moving furniture and removing weapon objects
- Guide assertively – hold or restrain if absolutely necessary
- Ensure face, voice and posture are supportive not aggressive
- Use “Help Protocol” to save face by changing face

Hear

To their side of the story first

Explain

Why staff took the action they did

Link

To show how feelings drive behaviour

Plan

Together to find better ways

Stage 4 Recovery Behaviours

- May sit quietly in a hunched position
- This stage can be confused with the anxiety stage

Stage 4 Recovery Responses

- Support and monitor
- Give space and time
- Insulate from sources of frustration
- Look for signs that the person is ready to communicate

Stage 5 Recovery Behaviours

- After an incident, people can become depressed
- May not want to interact but still need support and reassurance

Stage 5 Post Incident Support

- Support, reassure and monitor
- Respond to any signs that the person wants to communicate
- Show concern and care but do not attempt to resolve residual disciplinary issues at this stage

Therefore as a quick summary, these are the actions which should be taken:

HELP: Level 1
Help the child. De-escalation

WARN: LEVEL 2:

Briefly discuss the incident with the pupil. CALM approach, listen and debrief. Remind them of the rule and if appropriate, give a consequence. Allow child to calm their behaviour, make a sensible choice and adjust. If appropriate, use classroom management strategies e.g. child working on another table or on own to help with the de-escalation.

ACT: LEVELS 2/3: If the behaviour continues, take appropriate measures and record on CPOMS. Usually this will be to miss lunch time supervised by Learning Mentor but will depend on specific child

ACT: LEVELS 2/3

After 2 referrals to the Learning Mentor within two weeks, parents will be contacted by telephone. After 4 referrals within a half a term, a meeting with the Head/Assistant Head will be arranged during which a plan will be put in place. This may include the child needing to report to the Head or Assistant Head or a specific playtime plan arranged. Record actions on CPOMS

In extreme cases, if the unacceptable behaviour continues, refer to the guidance below and liaise with team leaders, SENCO, Head and agencies as required. Record actions on CPOMS

Further strategies for consistent offenders, personalised to the child

- Class Teacher works with SENCO and Head/Assistant Head to formalise an appropriate plan
- Teacher records actions on CPOMS
- Discussion with Year Group Lead and/or SENCO: consider School Action of the Code of Practice
- Begin monitoring to identify areas of concern/possible causes/appropriate targets
- Parents informed by letter that behaviour is a cause for concern

- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular/enrichment activity linked to improvement
- Consider alternative strategies - Refer to multi agencies i.e. Behaviour Support/Ed Psych etc.
- Consider CAF (Common Assessment Framework)
- Formalised PSP (Pastoral Support Plan) Meeting with parents/child- Clear/realistic targets for behaviour agreed (maximum of three). Daily feedback to child (x 5), weekly feedback to parents. PSP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed fortnightly. If targets are achieved, remove the child from the PSP. If PSP fails, consider exclusion

Recording unacceptable behaviour and serious incidents

- A serious incident form should be completed as soon as possible following an incident. The completed incident forms are handed to the Head and kept in a central file.
- It is the responsibility of the class teacher to report any serious incidents to the Head or Assistant Head.
- At the weekly briefings, incidents will be discussed.
- The Head Teacher will regularly inform the governors, at their meetings, of the situation in school regarding discipline.

Procedures to follow if children abscond

These procedures are to be followed when children leave the premises without permission:

1. Report the incident to a senior member of staff after making sure the pupil really has left the premises. The senior member of staff will make the decision when to contact the police, the pupil's parents/guardians and the social worker if one is assigned to the pupil, based on their knowledge of the pupil and the circumstances.
2. If the pupil returns to school after this, all agencies and parents must be informed immediately and the pupil should be counselled by a senior member of staff.
3. All incidences of pupils absconding will be reported in writing to the parents/guardians on the same day wherever possible and recorded in school, noting time, reason for the pupil leaving if known, and direction he or she was last seen heading towards.

Exclusion

Once all other alternative strategies/procedures have been exhausted the school may decide that exclusion is the only option. Only the Head Teacher has the authority to exclude a pupil (or the Assistant Head in the Head's absence) and the exclusion must be for a fixed period of time not exceeding 45 days in any one school year. The parents should be notified in writing (following verbal notification if this is appropriate) and they must be told that they may make representations to the Governing Body and the LEA. The Head Teacher will inform the Governors and LEA of any exclusion. If the period of exclusion is to be extended the parents, Governors and LEA must be informed. If the exclusion is a permanent one, the parents must also be reminded in

writing of all the warnings and procedures which preceded it. Once again, they have the right to make representations to Governors and the LEA.

Positive Handling

If necessary, a child will have a Positive Handling Plan (PHP). This is regularly agreed, reviewed and formalised at annual reviews. Copies are sent home and copies kept in each student behaviour folder. Parents/Cares have opportunities to amend PHPs in consultation with school staff.

The plan includes the following:

1. Trigger behaviours
2. What the behaviour looks like
3. Diversions / Distractions / Praise points
4. De-escalation tools
5. Medical conditions
6. Students preferred physical intervention
7. Factors to consider when debriefing
8. Recording of incidents

Handling children in such a way as to hurt or frighten them, is not allowed by the school, the LEA or the law of the land. At times, staff may need to physically hold children for their own or others' safety. If a child is physically attacking another, or injuring himself, or about to run across a road, staff may have little option but to use whatever minimum force is necessary to restrain him/her. On the other hand, there may be times when it is better to let a child run off, or run from the classroom, rather than use substantial force to control him/her. We all tread a narrow and sometimes contentious path in this respect and staff have undertaken appropriate training in the TEAM-TEACH approach to equip them with the skills needed to hold pupils safely.

Procedures for holding children

The TEAM TEACH methods are the only endorsed holding procedures for the school and all staff should adhere to the principles of the training they received.

A record of staff trained and authorised to use Team Teach methods is kept. Staff should have exhausted all other behaviour management techniques before resorting to a physical one. However, there may be occasions when a crisis point is reached without the opportunity to use other intervention techniques. Whenever a holding technique is used the following principles should be adhered to:

1. Remove the pupil from the classroom situation to a quiet place if possible where adequate seating is available if it is not possible to remove all other children from the classroom.
2. Call upon another adult for help and to act as a witness and/or critical friend.

3. During a crisis situation the *minimum* of restraint should be used *only* if the pupil is at risk of injuring himself/herself, injuring others or causing severe damage to property. The holds used should be applied as a gradual and graded response, used in conjunction with verbal and non-verbal de-escalation techniques. If the pupil frequently loses self control, then a behaviour plan should be drawn up for the pupil detailing any specific de-escalation skills and holds to be used. This plan will be shared with parents. Only holds recognised by TEAM TEACH should be used.
4. All staff should be aware that other adults can be called upon for help, advice and support, and to remove pupils for debriefing. It is recognised that some staff may have built up strong relationships with certain pupils and in times of crisis these pupils will relate better to them. Senior staff should be available to assist in crisis situations and to help counsel pupils and staff.
5. Staff should support each other during every incident. If a pupil is being held, then the supporting member of staff will take over and offer “more help” if the person holding needs help, this may be because they can see problems occurring that the person holding is unaware of.
6. There is a potential for injury within any physical technique, although Team Teach does not use pain compliant techniques all staff should be able to show that minimal force was used and any injury should be reported immediately.
7. All incidents should be recorded on CPOMS and sent to the Head or Assistant Head who will monitor and evaluate the effectiveness of this approach.
8. Debriefing should take place as soon as possible after every incident, for both the pupil and staff but only when they are both ready.
9. The purpose of the debriefing is to teach pupils to control their own behaviour, to do this staff should use the HELP method of debriefing.

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To be aware:

Staff Behaviours that Challenge the Feelings of Pupils

- Low expectation. Boring repetitive activities, routines, resources.
- Staff having favourites, inconsistency, moving the goal-posts.

- Being taken for granted, talk about them, not to them. Personal space invaded, over-facing dominating.
- Treating age inappropriately.
- Lack of tolerance, being shouted at: Hectoring and “finger wagging”.
- No sense of humour, not prepared to laugh at self.
- Lack of differentiation, (Personal and Curriculum).
- Treated with no dignity and respect.
- Not being consulted, Listened to. Not being given choices.
- Inflexibility of attitude and behaviour, rigidity of expectation.
- Invasion of personal space / staff who come too close for comfort.
- Being belittled, humiliated, made fun of, publicly and privately.
- Being bored, rejected and ignored.
- No effort from staff to make them feel special or valued, no advocacy for the children. The “me” and “them” approach.

Serious Incident Record

Serious Incident Record For Details Refer to Supporting Documentation				Record No. ___
Name of Pupil:				
Other Pupils Present:				
Location of Incident:				Date:
Names of Staff using Restraint:				
Other staff members involved:				
Start Time of Incident	Duration of Physical Intervention	Any Injuries Noted	Medical Check	Incident Reviewed with Pupil
<input type="text"/> <input type="text"/> Hrs Mins	<input type="text"/> <input type="text"/> Mins	Pupil <input type="checkbox"/> Other Person <input type="checkbox"/>	Offered <input type="checkbox"/> Accepted <input type="checkbox"/>	Offered <input type="checkbox"/> Accepted <input type="checkbox"/>
Nature of Risk	De-escalation Strategies Used		Control (Passive physical contact)	
Injury to self <input type="checkbox"/> Injury to Other Person <input type="checkbox"/> Damage to Property <input type="checkbox"/> Criminal Offence <input type="checkbox"/> Serious Disruption <input type="checkbox"/> Absconding <input type="checkbox"/> Refusal to leave <input type="checkbox"/>	Verbal Advice <input type="checkbox"/> Firm Clear Directions <input type="checkbox"/> Ignoring <input type="checkbox"/> Negotiation <input type="checkbox"/> Limited Choices <input type="checkbox"/> Directed <input type="checkbox"/> Distraction <input type="checkbox"/> Consequences <input type="checkbox"/> Reminders <input type="checkbox"/> Other please state <input type="checkbox"/>		Standing between pupils <input type="checkbox"/> Blocking a pupils path <input type="checkbox"/> Guiding a pupil by the elbow <input type="checkbox"/>	
Effectiveness and Consequences of Physical Intervention Strategies Attempted Please describe:			Restraint (Active physical contact)	
			Where on body: - shoulder <input type="checkbox"/> - upper arm <input type="checkbox"/> - lower arm <input type="checkbox"/>	
Serious Incident Record Completed by:				
Position:		Signed:		Date: ___/___/___
Action				
Parents informed	External Agencies Informed	Supporting Records		

Date: __/__/__ By whom: _____ Outcome: Further support needed: Risk assessment <input type="checkbox"/> Report <input type="checkbox"/> Mediation <input type="checkbox"/> Other (please state overleaf) Signature: _____	Medical Staff <input type="checkbox"/> Social Worker <input type="checkbox"/> Police <input type="checkbox"/> Other please state	Logged on CPOMS <input type="checkbox"/> Medical Report <input type="checkbox"/> Witness Account <input type="checkbox"/> Review Recorded <input type="checkbox"/> Other (please state overleaf)
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Monitored

by: _____

Position: _____ Signed: _____

Date: __/__/__

Notes or actions recommended: _____

Additional Information

Please record the incident in more detail.