



The Orchards

Positive Behaviour Response Policy

Policy Version			
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This policy will be reviewed every 12 months or in light of a change to local and Government legislation.

The Dunham Trust's Vision, Aims and Ethos

Together we will
Challenge the ordinary
Promote individuality
Be advocates for change

Across our schools we encourage cross-collaboration and the sharing of best practice. We believe that we are able to help our schools and their young people to aspire to, and achieve, success. We are committed to ensuring that every child and young person has a pathway to succeed and that:

- gives the best possible start in life
- equips them with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen and contribute to the local community
- celebrates the individual

The Dunham Trust aims to contribute positively to the self-improving school-led system in education across this locality. We believe in true collaboration; working in partnership, investing in people and building capacity for long term, sustainable success. There is both the expectation and opportunity for collaboration across individual Trust schools.

The five schools in The Dunham Trust are:

Acre Hall Primary School
Barton Clough Primary School
Elmridge Primary School
The Orchards Special School
Lime Tree Primary Academy

The Dunham Trust is a growing Trust with very clear educational aims and expectations. One of The Trust's primary aims is to transform the schools within The Trust into sustainable learning communities. We want to create a community of good and outstanding schools with the highest aspirations. The skills and expertise that exist within The Trust will ensure that our academies and young people aspire to, and achieve, success. We achieve this through a well-structured School Improvement Programme which is supported by The Trust's two Teaching Schools.



Policy Aims

The aim of this policy is to ensure that every member of the school community feels valued, cared for and respected, and that each person is treated fairly. The Orchard's School is a community which is built upon the mutual trust and respect of all stakeholders. This policy aims to promote an environment where everyone feels happy, safe and is ready to learn.

The Orchard's School has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with a common purpose of helping everyone to learn. This policy supports everyone to work together in an effective and considerate way.

This policy should be read in conjunction with the school aims, the Staff Handbook, Health & Safety Policy, offsite educational visits policy, attendance policy and safeguarding and child protection policy all of which provide guidance on staff conduct and professional standards.

The school's ethos is one of positive behaviour management which permeates the school policy and practice.

Legal framework

Schools have a duty to ensure a safe working and learning environment where children are treated with respect and where good behaviour is encouraged. All staff working with the children have a duty of care to them, and The Dunham Trust as employers, through the Governing Body, have a duty of care to all paid staff. Staff must not remove shoes from pupils, fasten them in chairs or lock doors as a form of behaviour management. In line with the schools positive touch ethos, where positive touch is being used for massage parental consent is to be sought.

This policy on all aspects of behaviour and conduct has been developed in line with guidance issued by the DfES, namely Physical Intervention in Schools, and Exclusions Guidance, and The Use of Restrictive Physical Interventions for Staff working with children, issued July 2002. These documents are available in school for staff reference.

Other legal considerations stem from the Offences against the Person Act 1861, the Children Act 1989 and from Common Law. Relevant points from these are in the TeamTeach handbook which all trained members of staff have been given. The Deputy Head of School has overall responsibility for the day to day management of behaviour within the school and any concerns should be discussed with her. However the Head of School is always available to discuss concerns with parents or carers should they wish to.

The United Nations Convention on the Rights of the Child

The Orchard's School is committed to the United Nations Convention on the rights of the child. This policy links to the following articles: Article: 1,2,3,8,12,14,15,16,23,28,29,30,31,36. The Orchard's also firmly advocates to the guidance around safer working practices and ensures that all staff are following these practices.

Key Beliefs

At The Orchards School we believe that:

- All children want to behave well
- Behaviour is a means of communication – we must ensure that all children are supported to communicate their needs safely and appropriately
- With the right support and intervention, children can learn to improve their behaviour and manage well
- Mistakes are part of the learning process and we recognise that all of our children are at different stages of the developmental process
- All of our children have learning difficulties which impact on how they learn to behave
- All adults can learn strategies to support children to improve their behaviour

Positive Behaviour Management Strategies Principles:

All staff and pupils have a right to:

- be treated with respect and dignity
- work in a safe and healthy environment and be protected from harm
- receive adequate information, support and training.

All parents have a right to:

- expect staff to undertake their duties and responsibilities in accordance with school guidance and within a legal framework
- be informed about school rules and expected conduct
- be informed of the school's complaints procedure

Key Beliefs Explained:

We believe that:

Children want to behave well. We believe that our children are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community.

Behaviour and Communication - how children behave gives us important information about how they are feeling. Supporting children to effectively communicate is a very important part of supporting children to behave appropriately. Children with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

Children can learn to improve their behaviour. Children at The Orchards find learning difficult: learning new behaviour is a task, just like learning to read or write. As adults, we must consider the learning styles and needs of children; we must also have realistic expectations about the

rate of progress a child will make when learning to adapt or develop new behaviours. Most of our children learn in small, incremental steps over a long period of time.

Mistakes are part of the learning process. We don't make a judgement about it – instead we support our children to get it right.

All adults can learn strategies to support children to improve their behaviour. Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning.

At The Orchards we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.

This can be very difficult especially if a child is aggressive or targeting others in a very focused way. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond (lead professionals, mentors, Educational Psychologists, CAHMS, etc).

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development – our commitment to Coaching and Mentoring, reflective practice and peer support improves performance and professional competence.

Adults can support children by:

The quality of our relationships with each other and them

- a) Our relationships with each other are supported and developed by our Staff Code of Conduct. They provide a framework to help us to provide good models of behaviour at all times for our children.

- b) The quality of our relationships with our children. These relationships are crucial. Each adult is a significant adult for our children. To foster successful, enabling relationships we need to:
 - Actively build trust and rapport – they have to be earned: they're not given
 - We should have high expectations for all children and when we demonstrate our belief in them, it supports them to succeed.
 - We treat children with dignity and respect at all times e.g. by saying 'thank you'; by communicating carefully and clearly in a way that is accessible to them and their current level of need
 - Adults should listen respectfully to the child or young person, and make a judgement about how/when to respond

- Invest in your relationships with the children and have fun together
- Consider what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify
- See things through eg, consequences in place as a response to particular behaviours, both desirable and undesirable
- Keep our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly and honestly about why this has happened
- Identify the strengths in the child or young person – identify these with the child and build on it. If a child is not able to do this, advocate for the child within the team or professional group
- Apologise if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect
- Name and manage your own emotional reactions to child's behaviour ie, demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person
- It is important to resolve difficult feelings about children's behaviour – it is unhelpful history. Focus instead on getting it right in the future
- Quietly but firmly hold appropriate boundaries for children
- Seek support from wider professional networks to problem-solve challenging behaviour
- We are always respectful to children, we do not talk about them over their heads or in front of other children
- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them

The quality of our provision:

If we are able to meet each child at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop.

To do this we need to:

- Accurately assess the child or young person's needs
- Plan to meet the child or young person's range of needs specific to the plans drawn up by the professionals who have worked with the child eg equipment, staffing, sensory needs
- Support the child to develop high levels of resilience and have high expectations for every child
- Support children to develop high self- esteem, so that they believe that they can succeed
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the child to do.
- Know what motivates each child or young person
- Personalised learning to ensure that we meet each child's needs at his/her point of development
- Where appropriate, include the children in the target setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)
- Give the child feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress

- Praise the children for their specific achievements, ie, descriptive praise and do this often
- Actively teach the children behaviour for learning

Rewards and Consequences

We praise and reward children for good behavioural choices in a variety of ways. Teachers give appropriate age related rewards for good work and behaviour linked to individual class reward system e.g. dojo points, stickers, raffle tickets, etc. Children strive to earn enough rewards to swap for a prize from the class prize box.

Alongside class reward systems, general whole school rewards for positive behavioural choices may include;

- Descriptive praise
- Symbolic rewards
- Communication with parents and carers to inform them of the behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities (e.g. creative room, bike, choosing time)

Certificates are given out during our achiever's assembly each Friday to celebrate success. These certificates can be given for any achievements and the names of children who have earned rewards are included on the school's weekly newsletter.

We have a whole school reward system which is based around the quote 'from little acorns grow big oak trees'. This system allows all children to contribute into a system which is bigger than themselves and helps them to understand how they contribute to a community.

Staff should use positive praise to encourage positive choices and set positive role models for other children. At The Orchards we use a positive and consistent approach, encourage appropriate behaviour in interactions with children and staff and demonstrate clearly that positive behaviour is valued.

Consequences

We do not believe in sanctions or punishment. Consequences should be a natural follow on from the child's behaviour and must make sense to the child. On occasion certain children may use a consequence chart to help them understand cause and effect. This consequence chart should always include both positive and negative consequences.

Example:

<u>Behaviour</u>	<u>Consequence</u>
Child shows an exemplary level of care and support for one of their peers who is experiencing a medical difficulty	Child is praised and selects a prize from the prize box. Phone call is made home so that parents are aware and share in good news. They may offer appropriate home reward.
Child behaves in a way which disrupts an activity or makes other children feel unsafe.	Child has a break Child is supported by an adult to consider their behaviour and return to the activity when ready Child apologises to the group for his / her specific actions and carries on with the activity

2. It is important for our children to clearly link a specific behaviour with its consequence.

3. The consequence needs to be a natural consequence, which makes sense to a child.

Support Plans

At times some children need a higher level of identified and targeted support around their behaviour. When this occurs a member of SLT will lead the team around the child in producing a support plan. This support plan will look different depending on the need, age and stage of development of the specific child. There are 3 levels of support for children at The Orchard's.

Level 0

All children whose behaviour is managed through a high quality and engaging curriculum and use of the positive behaviour response policy.

Level 1

Children who require a behaviour plan which incorporates a planned and co-ordinated team response.

Level 2

Children who need a higher level of support which will usually involve a multi agency response. These children may very often have multiple diagnosis and ongoing involvement from external services.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the teacher in charge should stop the activity and prevent the child from taking part in the session. The child may be removed from the class or the class may move elsewhere.

Recording

All incidents of disruptive behaviour MUST be recorded on the school's CEPOMs system. This should include persistent low level disruption as well as more significant single incidents. Where low level disruption is occurring it may be appropriate for class teachers to complete daily CEPOMs log detailing all incidents in one log. Advice around this should be sought from SLT.

Serious Incidents are usually incidents where it has been necessary to radio for support of a colleague or SLT. They are usually incidents where children have become violent or dangerous and have acted in a way which has seriously disrupted the safe running of the school. All such incidents must be recorded using the school's serious incident form. This form must then be uploaded onto CEPOMs.

Bullying (including Cyber-bullying)

- We do not tolerate bullying
- Bullying should never be ignored
- All instances of bullying must be recorded
- Parents and carers should be informed by staff via telephone or in face to face contact
- Every instance needs to be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
- Children need to be supported to develop age appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying

Further guidance is available in the school's Anti-Bullying Policy which is available on request from the school.

Discriminatory language/incidents

- Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- They MUST be recorded appropriately, on CEPOMs, including all follow-up action
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other

Further guidance is available in the school's Equalities Policy which is available on request from the school.

Appropriate physical contact between adults and children

Staff have a responsibility to act at all times in a manner which reflects their professional status and relationship with the children.

There are situations where physical contact between adults and children is entirely appropriate: to help with children's personal needs, to comfort, reward, help, teach or guide, or where children initiate such contact. The adult response should be age appropriate and not compromise the adult, for example, hand-holding can be transformed to arm-linking; a hug should be around the shoulders with body-to-body wrap discouraged; children should not sit astride an adult's lap, and kissing is not appropriate. Children's personal space should be respected, and body contact that involves touching the child's torso should be avoided except for personal care or in the case of injury. Positive touch through Child 2 Child Peer Massage is encouraged.

Shouting, pushing or holding with intent to hurt, slapping, sarcasm, mocking or humiliating children, excessive ostracism from the group (i.e. more than ten minutes) once the behaviour has ceased, discussing children's behaviour in front of other children or adults and losing one's temper are unacceptable adult behaviours and will be considered as unprofessional conduct. Restrictive physical intervention should only follow once all non-invasive strategies fail.

Restrictive Physical Interventions

Handling requiring physical holds

As described above staff should always first use de-escalation techniques and other positive behaviour strategies such as acknowledging the child's feelings, distraction, or humour. Staff have a professional duty to remain calm in such situations, communicating with the child, assessing the situation, listening to the child and making the situation safe. In situations where staff feel there is no alternative to physical handling which restricts a child's movements, this can only be justified in certain circumstances:

- where there is danger that children may injure themselves or others
- where a child is causing serious damage to property
- where a child is committing a criminal offence
- where there is behaviour which is prejudicial to maintaining good order in the school and where no other form of control is available and where it is necessary to intervene.

Staff trained in Team-Teach strategies are authorised to use holds taught on the course, including:

- Caring-C hand contact
- Response to hair holds, clothing holds, and bites
- Wrap holds
- Moving children

- Standing and sitting holds
- Transfer to another adult.

Written certification from the course will be proof of such competence and is the school's authorisation to use positive handling techniques. Other staff may use Caring-C hands but not more restrictive holds. All staff must be mindful of their own and others' physical safety at all times. The Team-Teach course manual provides other guidance on help protocols which are to be used by all staff, including help scripts.

Recording:

Any use of positive handling requiring a child to be physically restrained (but not merely guided or moved) should be recorded using CEPOMs and in the serious incident log book. Parents MUST be informed face to face, by phone or by a letter being sent home by the person responsible for recording the incident or a member of SMT; in accordance with their PHP. If a child does not have a PHP consideration MUST be given to whether one is needed or not.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996. The Use of Force to Control or Restrain Pupils.

Searching for Weapons

Under the Violent Crime Reduction Act 2006, teachers have powers to search pupils for knives and offensive weapons, without the pupil's consent.

The legislation says:

- members of staff can search a pupil or their possessions if they suspect the pupil may be carrying an offensive weapon
- the search should be carried out by the headteacher or someone authorised by the head
- a pupil's possessions may only be searched in his or her presence and in the presence of an additional person over the age of 18
- both adults must be the same sex as the pupil; strip searches are not permitted.

At The Orchards we believe that searches should only take place:

- when there is good reason to believe a weapon is being concealed
- where no-one is being put at risk of assault or injury
- when consent has been sought, but not necessarily given
- a second person is present.

Fixed-term Exclusions

We do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education. In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised

- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

Permanent exclusions

It is extremely rare for us to permanently exclude a pupil at The Orchards. In the event that The Orchards is not able to meet the needs of an individual pupil, we will always aim to work with the child and young person's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

This policy is due to be reviewed in September 2019