

Mary Rose Academy



Name of Policy: Positive Behaviour Policy

Person Responsible: Head of School

Last reviewed: July 2017

Review Date: November 2018

This policy is shortly to be revised using the Independent Safeguarding Board Guidance

Rationale

A calm, orderly environment is essential for pupils to learn most effectively. It is the responsibility of the school to provide that environment in order that pupils and staff can make most use of lesson time for the real purpose of education.

The school recognises the importance of teaching appropriate behaviour and does this explicitly through the curriculum and implicitly by example, creating an ethos of high expectations coupled with trust, care and support. This document aims to provide the framework to enable an orderly environment to prevail and to allow members of the school community to concentrate upon its main aims.

It also recognises that within a climate of inclusion there will be pupils who need a personalised approach to their specific behavioural needs. In some cases this will mean that the general, whole school sanctions and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. The importance of taking a multi-agency approach to behaviour management is central.

Mary Rose Academy aims to:

- Create a school learning environment that encourages our pupils, staff and partners to develop a healthy lifestyle
- Work with a wide range of partners to ensure the safety and well-being of our pupils
- Create a place where pupils enjoy learning and achieve excellence
- Be a listening school where the contributions of young people are taken seriously and acted upon
- Prepare our young people for transition into adult life
- Enable effective learning and teaching and encourage achievement and independence
- Prepare pupils for becoming good citizens with socially acceptable behaviour
- Maintain, encourage and promote positive behaviour, build confidence and raise self-esteem

- Create a safe and secure learning environment for all
- Teach pupils respect, tolerance, acceptance and understanding of others
- Maintain a firm, consistent and positive approach across the school to the management of what we consider to be unacceptable behaviour

At Redwood Park Academy every member of staff is expected to adhere to “The Bubbles Ethos” which was written by a team of Portsmouth Special School staff and has been adopted by The Solent Academies Trust

Responsibilities

The Governing Body in conjunction with the Executive Headteacher and Head of School have a general responsibility in maintaining high standards of discipline and behaviour, to approve policy and guidelines on use of reasonable force. Additionally, the Executive Headteacher and Head of School are responsible for achieving these standards and ensuring that they are applied consistently and fairly across the school.

The Teachers and Teaching Assistants (TAs) should provide a well planned curriculum and environment, to reduce the likelihood of behaviour issues. They are also immediately responsible for dealing with disruptive or unacceptable behaviour, they must use their own judgements as to how it should be handled but this should be within these guidelines. They are also responsible for developing Positive Behaviour Plans for those pupils who require them.

Parents are asked to work in partnership with the school in implementing behavioural programmes and in response to specific difficulties. This is highlighted in Home School Agreements

Everybody associated with the school is responsible for providing a well planned and safe environment, which supports the school’s aims and vision and to provide positive role models for the pupils. All staff are responsible for a consistent approach to implementing the aims of this policy and for managing the behaviour of pupils.

Promoting Positive Behaviour

It is important that we remain as positive as possible at all times. We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour. These may include:

In class

- Consistent use of positive praise and encouragement
- Use of motivators to reward effort and achievement
- Additional group, class and subject rewards decided by the class teacher in conjunction with the pupils
- Extra privileges in class e.g. giving additional jobs or responsibilities

- The use of reflection and review time to celebrate and share
- Each pupil having an award or points card to collect a record of celebrations
- Notes home to parents/carers in home/school communication books

Key stage assemblies

- Presentation of class awards
- Opportunity for pupils to show good pieces of work and talk about their achievements and interests

Display

- The maintenance of wall displays demonstrating work of which pupils are proud
- Plasma screen in Reception and web site.

Friday whole school assembly

- Presentation of Key stage 3 bronze, silver, gold awards and Key stage 4 credits/awards
- Celebration and presentation of other awards e.g. sporting achievements

End of term

- Attendance awards
- Special Awards
- School team awards

End of year

- Leavers assembly to recognise academic achievement and personal achievements
- Leavers Prom where special achievements are recognised
- Achievement Assembly – to celebrate the achievements of individuals throughout the year

Other opportunities to celebrate include

- Displays of achievements on the plasma screen in reception
- Shows and concerts – where pupils can demonstrate their talents
- The issuing of swimming certificates and other certificates from sporting activities
- The announcements of the performance of sports teams in newsletters and assemblies
- The annual sports day
- School website celebrating participation in a range of events
- Good things book
- Participation in competitions such as Rock Challenge
- Through pupil participation at EHCP/Annual Review meetings

Guidelines to encourage Positive Behaviour

Whole school:

- Be friendly, polite and respectful
- Be kind and helpful to each other
- Listen to staff and do as they are asked
- Look after personal and school property
- Try their best at all times
- Join in

Where appropriate individual classes are encouraged to develop their own set of class rules with their pupils

Where behaviour occurs that we consider to be unacceptable, staff will use the following strategies:

- Ignoring behaviour (where safe and appropriate to do so)
- Give a clear instruction to the pupil to “stop” what they are doing
- Keep language to the very minimum
- Tell the pupil what you want them to do
- Distract / re-direct attention
- Removal of the item or object e.g. if throwing
- Removal of privileges
- Making up lost learning time
- Meeting with Head of Learning for their year group to agree actions
- Meeting with a member of SLT/Head of School to agree actions
- Meeting with parents/carers to discuss incident(s) and agree actions
- Time to reflect / think about / discuss how to behave more appropriately

The School agreed approach to managing behaviour positively. Including where necessary the use of physical intervention:

Team Teach

Redwood Park Academy uses this holistic approach to behaviour management. The focus is on the use of de-escalation strategies which calm and reassure the pupil when they find themselves in difficult situations. On occasions physical intervention may be required to keep either the pupil or other pupils/staff safe. This would only ever happen as a last resort and adults using physical intervention need to have been given permission by the Executive Headteacher to do so. This also applies to volunteers and any other adults working in the school and/or assisting on school trips

All staff are trained in Team Teach and are supported by Team Teach trainers. If physical intervention is applied the incident is recorded using Behaviour Watch. A positive behaviour plan is written for all pupils who on occasions require physical intervention.

Behaviour Support Plans:

Some pupils require individual Behaviour Support Plans to support them and to ensure that staff adopt a consistent approach to the managing their behaviour.

These are made available to all staff and agreed by parents and where appropriate the pupils.

When to use physical interventions: DfE Guidance for Schools, May 2012

This part of the policy which relates to the reasonable use of force, takes into account that at Redwood Park Academy it is understood that we have a legal duty to make reasonable adjustments for our children with regards to their disabilities and special educational needs (SEN).

What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force Section 93, Education and Inspections Act 2006
- 2) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - restrain a pupil at risk of harming themselves through physical outbursts.
 - Schools cannot: use force as a punishment – it is always unlawful to use force as a punishment.
- Power to search pupils without consent
- In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Force cannot be used to search for items banned under the school rules
- Other Policies
- The following policies should be read in conjunction with this Positive Behaviour Policy
 - Anti-bullying policy
 - Health and Safety policy
 - Equal opportunities policy
 - Safeguarding children policy

Appendix 1

A Positive Approach to Supporting Behaviour (the Bubbles Ethos!)

Know your pupils... positive relationships with pupils are the foundation for learning and the key to minimising unwanted behaviour

- ★ Adopt a consistent approach followed by ALL staff
- ★ Have fun! Make sure that learning activities are differentiated, engaging and lively
- ★ Keep a calm atmosphere, tone of voice and positive body language
- ★ Use clear and concise language; give positive instructions that tell the pupil what you want them to do
- ★ Say 'stop' instead of 'no'
- ★ Only 1 person speaks to the pupil (1 voice talking)
- ★ Say the pupil's name first, then give the instruction and give the pupil time to process and respond to the instruction
- ★ Give timed warnings that an activity is about to end and use a countdown (from 5) to indicate an activity has 'finished'
- ★ Use distracters and motivators
- ★ Offer choices – 'do this or this'
- ★ Use work / reward as often as you need to
- ★ Use visual support to structure the day and/or the lesson
- ★ Encourage independence at all times
- ★ Praise any type of positive 'behaviour' constantly

Remember at all times we are proactively supporting our pupils by being positive and preventative

Appendix 2: Behaviour Support Plan

Pupil Name:	Class:
Person writing plan:	Designation:
Date of plan:	Review date:

Positive Behaviour: What is behaviour like when pupil is happy / calm?

What activities/resources does the pupil like / find reinforcing?

Triggers: What situations have led to problems / behaviours which require action in the past?

Behaviours: What kinds of behaviours might be seen when the pupil is agitated / distressed?

Highlight any that might be seen and describe in further detail:

Slap Punch Pinch Bite Spit Kick
Weapons/Missiles
Neck grab Clothing grab Arm/Leg grab Hair
grab Swearing
Drops to the floor Refusal to move Running off/away

Who is the behaviour usually aimed towards? Please highlight **PUPILS / STAFF**

Prevention: What can be done to prevent behaviours occurring?

De-escalation strategies: What calms things down? Highlight ones to try in yellow and give examples. (highlight any to be avoided in red)

Verbal advice and support	Firm, clear directions	Negotiation
Choices offered	Distraction	Diversion
Reassurance	Planned ignoring	Contingent touch
Withdrawal offered	Withdrawal directed	Involve new person
Humour	Reminders of success	Time to calm down
CALM talking	CALM body language	
OTHER:		

Physical intervention: To be used as a last resort. Highlight those to be used in yellow and ones to avoid in red.

Help hug	Cradle hug	Wrap
Standing single elbow (two person)	Standing double elbow	Half Shield
Sitting single elbow (two person)	Sitting double elbow (one person)	Small person escort

Follow up: Where, when and how to de-brief and repair after an incident. What can the pupil reasonably be expected to do?

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Notification: Who will these plans be shared with? Please highlight in yellow.

All school staff	Parents/Carers	Therapist
Social Worker	School Nurse	Other (please state)

Please sign, name and date – before circulating plan.

Teacher:	Name:	Date:
Parent/Carer:	Name:	Date:
Head of School:	Name:	Date: