

Wolverdene Special School

Behaviour Policy – November 2017

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Approved for School:	
Headteacher:(Signature)
Date:	
Approved by Governing Body:	
Chair/Deputy:(Signature)
Date:	

1. Introduction

Wolverdene Special School is a special school for primary aged pupils with an Education Health and Care Plan indicating Social Emotional Mental Health. This Behaviour Policy is a statement of good practice that covers all aspects of school life and contributes to the development and maintenance of good behaviour and a positive ethos. Whereas we recognise that there will be instances of inappropriate behaviour, we also recognise that with the right intervention, disruption can be minimised and children learn alternative more appropriate behaviours.

A model of intervention of challenging behaviour (Appendix 1) shows how interventions to reduce risk, can prevent harm to children and help them learn alternative strategies to prevent reoccurrence of negative behaviours. In establishing a positive learning environment throughout the school our aim is for every child, whatever their background or their circumstances, to make academic progress.

2. Ethos

The school aims to provide a safe, secure, supportive environment where students can learn to the best of their ability, and where teachers can teach to the best of their ability.

The fundamental principle of this policy is based upon the concept of Attachment Theory being the foundation of relationships for all pupils. The school believes that relationships are the key intervention in supporting behaviour. Through this approach pupils will learn to increasingly manage themselves through making the right choice. Pupils will always be given the opportunity to reflect on their behaviour. Pupils should always understand the consequences of their choices and be given options from which to choose. This is a concept that they will need to learn and develop, with guidance from staff.

e.g. “**when** you have completed that piece of work, **then** you can go out to play”

However, it is recognised that pupils will behave inappropriately. Therefore, when a pupil behaves inappropriately they should be aware of the consequences to themselves and to any victim of their behaviour.

The term 'inappropriate behaviour' refers to any behaviour by an individual or group, intentional or otherwise, which causes either emotional or physical harm to another or damage to property.

Members of staff will challenge all inappropriate behaviour; it is never ignored. It is important to recognise that the behaviour should be challenged and not the pupil.

3. Implementation

3a. School Rules

The Whole School Rules will be established with the full participation of all pupils, staff and governors, the current school rules are:

- Follow instructions, first time;
- Speak kindly;
- Don't hurt others;
- Be in the right place;
- Try your best; and
- If you're not sure, ASK

"If it goes wrong, you can fix it and we will help you!"

A copy of the school rules will be sent home as part of the home school agreement with Parents/Carers.

- Each class will also construct and agree a class code of conduct, which each child and member of staff will agree to uphold
- The School Rules will be displayed in classrooms, The Lodge and other parts of the school as appropriate

3b. Target Setting

- **Individual targets**
These are set by the class teacher following ongoing consultation with support staff, pupils and parents. As part of the point system, each pupil has a weekly target for behaviour. This is broken down to a small weekly step that will support the pupil in meeting their termly IEP behaviour targets. The termly IEP targets are set from the Boxall Profile Review, which uses a Boxall profile to identify the child's underlying emotional issues and supports interventions to improve the child's issues and anxieties. The Boxall profile review is used three times a year to inform the IEP reviews.

Weekly targets are set on a Friday afternoon and involve a discussion with the child and an adult, where the previous week's progress on meeting the target is discussed and this informs the setting of a new target.

- **Class Targets**

As part of a reward programme a Whole Class Target can be set to address specific behaviours of the class as a group to develop the group behaviour.

- **Whole School Targets**

It may be appropriate to occasionally set a Whole School Target to address specific behaviours or incidents. Any member of the School community can suggest such a target, however they should be agreed by the whole staff.

3c. Challenging behaviour appropriately

It is the responsibility of the whole staff to challenge inappropriate behaviour, whether it occurs in the classroom, around the School or on off-site activities. Challenges should be clearly linked to a pupil's failure to meet the expectations explicit in the School rules and code of conduct. Challenges do not need to be confrontational, as this can escalate behaviour, but need to be a clear instruction to the child to change the aspect of negative behaviour they are engaged in. Often a look or a quiet reminder to the pupil early on will be enough to prevent behaviour escalating.

The basic approach for the imposition of sanctions is '**To start with as little as you can get away with.**'

Pupils should only be given sanctions, once a warning has been given and they have had an opportunity to respond. Sanctions should not be used as threat, but as means to discourage negative behaviours and to teach aspects of accountability and responsibility. Pupils will be given opportunities to learn from negative behaviours and 'Reflections' can be used as a means to support pupils with this (see appendix 3). Pupils should be provided with opportunities to earn sanctions back if appropriate.

Staff need to be aware of both primary behaviour relating to an identified issue and secondary behaviour leading from the response to the initial behaviours. Secondary behaviour should be treated as such, staff need to remain focused on primary behaviour otherwise there is a risk that a child will escalate behaviours without recognising the need to accept adult intervention. Shouting at pupils is inappropriate as a tactic to startle or modify poor behaviour. Shouting should only ever occur on a rare occasion. The use of the 'PACE' approach (See appendix 2) is encouraged for all staff to use in order to support secure and safe relationships with pupils.

The following stages should be used as a guide to responding to differing levels of inappropriate behaviour:

- **Stage 1: Everyone and everywhere**

Verbal reminder/warning – refer to school rules using ‘language of choice’
Offer time away to reflect
Offer time in a ‘safe place’

- **Stage 2: Response to low level disruption**

Instruction to stop
Time out-directed
Reduction of golden time
Reduction of behaviour points

- **Stage 3: Response to more persistent disruption**

Loss of break time (reflection)
Move pupils to work elsewhere
Telephone parents/carers/letter home

- **Stage 4: Response to serious behavioural issues**

Internal exclusion
After school detention
Review meeting with parents/carers

- **Stage 5: Response to persistent serious behavioural issues**

Multi professional meeting with parents/carers and other relevant professionals
Fixed term exclusion

- **Stage 6: Response to extreme persistent serious behavioural issues**

Referral to Local Authority for consideration of managed move
Permanent exclusion

All incidents of inappropriate behaviour will be recorded either in Home/School Link, or if more serious, in an **Incident Report** or **Positive Handling Report**. If an incident is recorded in an Incident Report, then parents/carers must be notified. All recorded incidents are monitored by the Senior Management Team.

All incidents should be fully debriefed with pupils and staff afterwards in a calm and reflective way, using the Intervention Team if required. Following a significant incident, a specialist debrief for the child or member of staff is available. Pupils need to understand what went wrong and how they could have done things differently in order to prevent the incident. They will then be involved in discussion about what they need to do to take responsibility for their behaviour. Any damage caused must be repaired if appropriate. If staff are unsure about which consequence, it is appropriate to inform the pupil that you will get back to them, but this must be done in a timely manner before the end of the day.

Any sanctions used must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Any sanction must be reasonable. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

LIST OF ACCEPTABLE SANCTIONS

School Sanctions	Additional Lodge Sanctions
Time away from group / reflections at breaktime	Time away from the group (places to be agreed per individual child)
Time working outside of class	Early bed - if relates to bedtime behaviour
Loss of 'Golden Time'	Loss of Activity (loss of offsite activity for dangerous behaviour offsite or taking self offsite)
Work after school-in agreement with parent	Work Catch up (Consultation with class teacher)
Internal exclusion including road safety work	Additional jobs (including those from permitted jobs list)
Repairing (with support) of minor damage/defacing of property	Repairing (with support) of minor damage/defacing of property
Payment towards minor damage / defacing property through merits or by bill home.	Payment towards minor damage / defacing property

3d. Rewards

For every lesson pupils will receive a 'score' for their behaviour and academic effort. Pupils should be positively informed about their progress towards the score throughout each lesson, this will ensure that each child knows their score before it is recorded and so reduce conflict and confrontation at the end of each lesson. It is important that pupils are reminded of success rather than threatened with potential failure. Pupils will also receive points for break time and lunch time behaviour.

Pupils will be 'successful' if they score 50 out of a possible 60 points each day, a record of these scores is sent home each day. (See appendix 4-Points System)

Successful pupils will have more choice at playtimes the following day. 40 points or less will give a choice of quiet play or reflections, 41 to 49 points is a choice of Quiet play or Grid Club, 50 or over is all choices.

Assemblies will be used to emphasise achievement and reward good progress and behaviour. Friday assemblies will recognise successful pupils and each class will

nominate a pupil for a weekly learning and a weekly behaviour award. The Lodge will also use Friday assemblies to present 'Star of the Week' and awards for achievements within the Lodge.

Friday assemblies will also have a whole school award for helpfulness and a whole school award for outstanding learning. Both these awards will be recorded in the school entrance and a letter sent home to parents. A whole class award for team work and group behaviour will awarded at Friday Assembly called 'The Gold Bar'. This will reward the class who demonstrate good group behaviour throughout the school over the week. An additional award for week on week improvement of class average point score is also awarded called "Diamond Standard".

At lunchtimes a 'Table of the day' reward will be recorded on a chart to support positive lunchtime behaviour. Class tables will earn recognition to enable them to earn rewards for positive lunchtime behaviour. Each morning a 'Taxi Star' is awarded to the class who waited the most positively at the end of the day for their transport.

- **On the spot rewards** – Incidents of positive behaviour will be rewarded by 'merits'. The member of staff issuing the reward will inform the class teacher who maintains a record. These merits can be spent at the merit shop each half term.
- **Parental Contact** – Positive highlights are recorded in pupil diaries. Parents/carers can be telephoned to give a progress report and the call will be recorded in the Contact Log.

3e. Managing High Level Situations

It is important to recognise that not all incidents of behaviour develop into high level situations; the majority can be de-escalated using Team Teach strategies.

The following guidelines should be followed when dealing with high level moments:

- Staff should be familiar with the pupil's Individual Education Plan and/or Pupil Support Plan
- Staff should follow the principles of TEAM TEACH as established in the Guidelines for the use of physical interventions in schools and other settings:

The use of restrictive physical intervention may be justified where a pupil is:

- Committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Prejudicing the maintenance of good order and discipline at the School or

among any pupils receiving education at the School, whether during a teaching session or otherwise.

Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

In addition, any incident that requires a child to be restrained by a member of staff the School or setting must make a record of the incident and inform the child's parents/carers.

Parents/carers will be informed in writing, of all incidents of physical restraint

- Staff should follow the principals of **Permission to Intervene**. If a colleague is dealing with extremely challenging behaviour from a pupil, permission to intervene needs to be established before another member of staff takes over. Any offer of help or support should be made by stating "I am available to help". If the original member of staff feels support is not required they will reply "*No thank you*". However, if they do not accept the offer of support initially, then after 10 minutes they should accept any subsequent offers of support, which will be made by stating "I am available for more help".
- When dealing with extremely inappropriate behaviour, members of staff should always consider if they are contributing to the behaviour itself and if so support ought to be sought and/or accepted. A change of personality may help to defuse the situation.
- After any physical intervention it is expected that the pupil is offered a debriefing and supported to return to their activity. The Intervention Team are available to help debrief pupils.
- Further procedures and practice guidance is available as part of the **Restrictive Physical Intervention policy**.

Response to violence from children:

- If a child hits a member of staff as a 'direct, unrelated action' they will need to leave the class and given time to calm. The pupil debrief session will need to emphasise that this response is not acceptable and that they are not welcome back in class for the remainder of the lesson and will not be able to earn points. (this will be managed by class staff and monitored by the Duty Manager)
- In severe situations pupils may be subject to an "internal exclusion" for the remainder of the session (am or pm). (This will be managed by the Intervention Team/Duty Manager.)
- If a pupil is on "internal exclusion", they will not receive points, but they may have merits for an outstanding response.

- No pupil will be formally excluded without having first been given an “internal exclusion” within 24 hours. This will allow a measured response to the action, rather than a reaction to the emotion of the situation.

4. Legal context of Behaviour Management

Following the publication of the guidance “The principles of the Behaviour and Discipline in schools, a guide for teachers and school staff. 2011”, the School recognises and will take appropriate measure to support the following where appropriate:

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- *The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.*
- *Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.*
- *Teachers can also discipline pupils for misbehaviour outside school.*
- *Teachers have a specific legal power to impose detention outside school hours.*
- *Teachers can confiscate pupils’ property*

5. Staff development

It is recognised that staff at all levels will require professional development to support the management of behaviour. All staff new to the School will go through an induction procedure that introduces and explains how the School supports pupils and ongoing supervision will identify training needs. The School will develop an annual School Improvement Plan, which will highlight specific whole School training needs relating to regular updates in key issues and specific training on new initiatives. In service training days and staff meetings will be used to provide training at all levels for staff. Staff will also have opportunities to attend training externally on areas that relate to School improvement or individual pupil needs.

Team Teach training will provided for all staff who work with pupils directly and this will be ‘refreshed’ on an annual basis. Safeguarding training will also be updated on a regular basis for all staff.

Staff will also have access to meet with the Headteacher or senior managers to discuss specific issues and plan for issues that may be arising within the School.

6. Pupil support systems

6a. Expectations of classroom management

It is expected that all pupils will be managed using a graded response to their behaviour. Children should be encouraged to make decisions and to be responsible for them.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Classrooms should be organised to develop independence and personal initiative.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Staff need to promote the positive ethos of the School and the shared responsibility for the welfare of the pupils. Staff should never ignore evidence of disruptive or poor behaviour. Praise should be used to encourage good behaviour as well as good work. Children will respond well if they are interested, happy and enjoying their work.

All staff are expected to work together to manage pupil behaviour, it is not acceptable to 'pass a problem' on to another member of staff to deal with. Pupils will not be sent to a senior manager if a graded response is not required. (See Appendix 5)

Opportunities to discuss pupil's behaviours are available at daily morning and afternoon briefing meetings, more in depth discussion can take place at staff meetings, class team meetings, review meetings and individual meetings arranged about a pupil. Senior managers and support staff will be available to attend meetings.

Circle time is an important aspect of our behaviour management. Circle Time is a listening time. It is an adult led and focussed session when children can speak freely. Circle Time is not a time when children talk about their problems, fears and worries, in front of each other in an unstructured way. Regular Circle Time promotes reflection. It can help children to develop empathy with others and can be effective in supporting a class to recognise difficulties and to solve problems collectively

At Wolverdene Special School we expect all staff to work together in order to:

- Demonstrate excellence in teaching, minimising behaviour difficulties through the use of lively, interactive teaching styles, appropriate differentiation and teaching strategies which make sure that children see themselves as successful learners;
- build positive relationships with children, always listening to children's perspectives and treating them with warmth and respect;
- understand and empathise with the often complex reasons for children's behaviour; have realistic expectations founded on an understanding of child development and the different stages that children may be in their learning;
- use appropriately assertive language, making clear what behaviours are needed to ensure that everyone can learn and making sure that the language used to point out inappropriate or unhelpful behaviour separates the behaviour from the child and

builds the child's confidence in their own ability to make appropriate choices in future;

- use frequent and specific positive feedback related to both work and behaviour.
- make sure that children have an understanding of the school rules and regularly reinforce and reiterate the Rules;
- relate behaviour problems as they arise, back to the School Rules, using them as an opportunity for children to reflect on what has gone wrong and what can be learned from it;
- ensure that children are clear about the consequences if they choose not to conform to School rules;
- Teach positive behaviour through setting explicit behaviour objectives for a lesson, modelling, role play or providing opportunities for the class to reflect on behavioural learning as well as on 'curriculum' learning;
- actively develop in children the social and emotional competences that underpin positive behaviour;
- establish clear routines for such things as entering and leaving the classroom, gaining the teacher's attention or help, noise levels for different types of activities, clearing up, transition between activities and so on; spend time on teaching and reinforcing these routines and reviewing with children the effectiveness of their use;
- employ a range of pre-emptive strategies to manage behaviour, noticing early on any situations that might present problems and taking quiet steps to redirect, help children be aware of the choices available to them and make a more appropriate choice;
- employ skills in de-fusion, de-escalation, mediation and conflict resolution and seek progressively to develop those skills in children themselves;
- promote equality of opportunity and address issues of social exclusion.

If after all preventative measures have been exhausted, negative behaviour occurs:

- We will tell the pupil that it is wrong and explain what they should have done or said (or not said);
- The child will be given 'take up time' to respond;
- If the behaviour is repeated, the pupil will be reminded once more as above;
- If the behaviour continues the pupil will be directed away or to leave the situation;
- If the behaviour still continues we will remove the pupil from the activity;
- We will try to find out why the pupil is behaving this way and then treat the situation accordingly.

Once a pupil has calmed, following an incident:

- We will support the pupil to accept consequence of their actions ;
- We will support the pupil to repair any physical or emotional damage resulting from their action;
- We will support the pupil to reflect on their action and identify alternative actions they could have use so they can reduce further episodes of similar behaviours;
- We will ensure the pupil is emotionally ready to resume learning.

6b. Supervision of pupils leaving the building without permission

If a pupil leaves the building without permission they will be supervised at all times, the form of supervision will depend upon the circumstances, for example supervision from inside the building may be appropriate if the pupil has not responded to instructions.

When dealing with pupils who have left the building, staff should use assertive language based on “When and then” to encourage the pupil to return inside. If the pupil’s behaviour becomes, or threatens to become, disruptive or if there has been a threat made to damage property then the supervising member of staff will seek assistance from colleagues and the pupil should be brought inside as soon as possible.

If there are two pupils outside simultaneously then the supervising member of staff should seek support to separate pupils as soon as possible by bringing at least one pupil inside. Pupils who have left the building without permission should make up for lesson time lost.

6c. Supervision of pupils leaving the premises without permission

If a pupil leaves the site without permission then they will be supervised at all times. The supervising member of staff should make all practical efforts to take School identification and a mobile phone to call for support if required. If a member of staff is supervising a pupil without the phone they should inform a colleague as they leave the building and they will receive support as soon as possible. If contact is lost with the pupil then parents and police should be informed immediately and a PRAM form completed. If a pupil does not respond, or is unlikely to respond, to negotiations to bring them back to school the member of staff should request additional support from a senior manager within the school, staff should continue to monitor the pupil. All incidents of unauthorised offsite activity should be recorded as a serious incident. If a pupil makes threats to abscond or is in the process of absconding, staff should, if possible, use appropriate positive handling techniques to keep the pupil safe.

Staff will liaise with the Headteacher to agree what sanction would be appropriate once the serious incident is over. All pupils who leave the school site will complete a road safety course before returning to lessons. If a pupil has previously left the school site and completed a road safety course they will complete the course again on any subsequent times until it has been effective in keeping them on the school site.

Those Children who leave the Lodge without authorisation are also subject to the schools procedures for Running-away and Missing from Home and Care (RMFHC). This will be applied to children who leave the residential provision of the school without permission for any length of time where their age, experience, background or ability make this a concern.

6d. Response to incidence of bullying

The policy on bullying is simple yet rigorously upheld; **bullying will not be tolerated.**

All incidences of bullying will be addressed in accordance with the school Anti-Bullying Policy.

Bullying is wrong and damages individual children. We therefore do all that we can to prevent it. This is primarily achieved through the development of a school ethos in which bullying is regarded as totally unacceptable. The school's attitude towards bullying must therefore be evident to all, in every aspect of school life.

The policy on bullying aims to produce a consistent attitude and response towards bullying. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the whole issue of bullying.

7. Pastoral care for school staff

Every member of staff will from time to time find themselves in circumstances in which they are challenged by the behaviour of a pupil or pupils. Staff are encouraged to discuss both formally and informally their experiences of dealing with challenging behaviour in order that an ethos of collective support towards colleagues is maintained within the school.

Staff who have been "hit" or "hurt" by pupils are in need of more support and must be directed to de-brief and first aid if required.

All staff have the opportunity to reflect on any restraint with another member of staff, it is essential this is taken up if staff are involved in an incident in which they or someone else has been hurt.

It is also recognised that there will be specific emotional issues for staff when dealing with extremely challenging pupils on a day-to-day basis. In addition to the support of colleagues and the Headteacher, members of staff can contact the Hampshire Employee Support Line.

8. Allegations made by pupils against staff

All allegations against staff will be managed under the Hampshire LSCB guidelines and immediately referred to the Local Authority Designated officer, in accordance with the school Safeguarding Policy.

Pupils that are found to have made malicious allegations against staff will be considered to have breached this school Behaviour Policy. The school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). This will not inhibit any

investigation.

9. Liaison with parents and other agencies

Communication with parents and carers of pupils is essential to support good behaviour within the school. All parents/carers will be invited to visit the school prior to pupils starting, to meet with senior staff and discuss the school's aims and ethos, especially relating to the expected behaviour of pupils.

The standard of behaviour expected of all pupils is included in the school's Home-School Agreement which parents are asked to sign following their child's admission to a school.

The school has two Family Workers who support families of pupils and liaises with other agencies on behalf of the school. There is a care team who support the residential pupils of the school. Parents are further supported by group or individual parenting groups using the evidence based parenting programmes from trained staff, regular group sessions in their local area or are offered individual support if identified.

The school is keen to work with partner agencies, especially in supporting families with vulnerable children and is mindful that the school has statutory obligations within "Keeping Children Safe in Education 2016" and Working Together to Safeguard Children 2015" and will refer all concerns that meet the threshold for intervention to the appropriate agency.

10. Use of Restrictive Physical Intervention

The School has a policy on the use of restrictive physical intervention. We only use restrictive physical intervention where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing children's behaviour. Restrictive physical intervention may be used only in the context of a well established and well implemented positive behaviour management framework with the exception of emergency situations.

It is acknowledge that by the use of physical intervention minimum bruising and slight marks may be present after physical intervention. In relation to the use of touch, hand guides are used in restraints.

11. Behaviour Plans and Pastoral Support Plans

Each child within the school will have an individual behaviour plan called a

Behaviour Development Plan (BDP) to support the management and improvement of their behaviour (Appendix 6). It is expected that for the majority of children this behaviour development plan will be sufficient. If through the behaviour pathway (Appendix 7) further support is identified as being required, a meeting will be organised by the behaviour intervention manager and the staff working with the child to write an additional **Pastoral Support Plan (PSP)** with the focus of reducing the level of concerning behaviour for that child. The plans are designed to be working documents under review when required. It is also recognised that for some children the level of concern about their behaviour or mental health may in itself require a Pastoral Support Plan without the level of physical intervention being present.

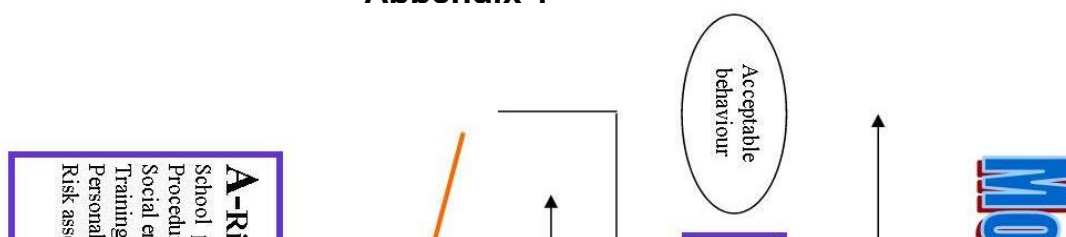
11. Review

This Behaviour Policy will be reviewed annually.

12. Record of Reviews

Due Date	Actual Date	Headteacher Signature	Chair/Deputy Chair Signature

Appendix 1



Appendix 1

Appendix 1

Appendix 2

PACE

PACE is an acronym based on a set of actions from adults towards children that support secure and trusting relationships, enabling children to accept help with challenging behaviour. This is based on the work of Dan Hughes.

Playfulness – being engaged with the child in a way that invites spontaneity, curiosity, and exploration. The adult is able to engage with the child expressively, using facial expressions, voice and body to join in the affective and creative life of the child. A playful attitude implies that the strength of the relationship is larger than any minor irritations. Adults with a playful attitude don't take themselves too seriously and are able to laugh at their mistakes. *The primary intent of a playful attitude is to invite the other into one's experience - to simply enjoy being together, with no spoken or unspoken goals.*

Acceptance - Playfulness is fostered by an attitude of unconditional acceptance. The child's safety is enhanced when their inner self is never at risk for rejection, ridicule, or disappointment when the adult relates to them. Rather, only the behaviour is subject to their evaluations and guidance, judgments, or criticism. The child who feels accepted knows that *they* are not their behaviour. Acceptance, when felt completely and taken for granted, becomes a secure base upon which the child is much more likely to learn from her mistakes and to accept the adult's decisions regarding their behaviour. *For true acceptance to take place, it is vital that the adult has a habit of perceiving the individual child beyond the behaviours.*

Curiosity – Good parents are very curious to know who their children are and are continuously involved in acts of discovery with their child. When an infant senses the impact of his actions and expressions on his parents, he becomes more aware of these actions and more likely to engage in actions that have a positive impact on his parents. Curiosity is important for discipline to be effective. An attitude of curiosity is a “not-knowing” stance that requires that the adult inquire about the child's inner life that led to the behaviours under concern. *When an adult holds this kind of attitude towards the child, the child is much more likely to feel accepted by them and subsequently more likely to follow any disciplinary action presented.*

Empathy- Empathy is a natural response to being with another person. Our brains are wired to experience empathy for others. It is hard to experience empathy for others if we have not experienced empathy from others in the past. Adults often think empathy will not be that helpful, so they try to fix the problem, give advice, or eliminate the problem by dealing with it themselves. *It is important that the Adult be comfortable with the emotions the child is experiencing.*

To summarise, PACE represents the characteristics of a parental attitude that creates safety and emotional intimacy, openness and delight within the adult-child relationship. It provides a context in which any conflicts or behavioural problems can find an easier resolution. It provides a balance whereby affective and reflective abilities are primed to respond in both enjoyable and stressful situations. Most importantly, it enables the adult to perceive the child beyond any challenging or worrisome behaviours, and to help the child experience the feeling emotionally security with the adults that care for them

Appendix 3

Reflection Time

Reflection time is an opportunity for pupils to take responsibility for negative actions and to look at what went wrong for them and how to put it right and to learn to do something different if they are in a similar situation. It will be offered at morning and afternoon break times and replaced the use of break time detentions.

Reflection should recognise:

- that harm has been done and that it needs fixing;
- the wrongdoer should be responsible for his actions and the consequences of those actions; and
- that the school places value on good relationships between all the involved parties.

A reflection sheet/planner enabling the children to either write or draw their reflective responses, depending upon their intellectual and emotional abilities can be used. This would help pupils to think about their behaviour.

Staff will need to be more 'hands-on' during Reflection than they were in Detention as they will need to be involved in discussing the behaviour. Reflection would not be a 'silent' time as Detention is meant to be.

Reflection should not ask why an incident happened as this is too negative, but should try to get the pupil to think about more open-ended questions, such as:

- What were you hoping would happen?
- What was the purpose of doing that?
- What were you expecting would happen?
- What did you want when you did that?
- What was in your head when you were doing that?
- What made you decide to do that?

We also recognise that for Reflection to be successful the pupil will have to be in the right frame of mind. There are times when Reflection would be preferable after support from the Intervention Team but before the re-introduction to class, and we recognise that some children will not need support from the Intervention Team, but may still need Reflection.

For children who have been able to have Reflection outside of the break times, this offers an opportunity to make up lost work and earn back possible Golden Time where work would need to be completed, some children may need both amounts of time, but this should be a rare occurrence.

Reflection accepts that we all make mistakes, but that we need to be able to take responsibility, move on and put the problems behind us. Reflection emphasises our school Rules.

Appendix 4

Points System

How does it work?

Every lesson Pupils will get points. Pupils can get 8 points each Lesson 3 points for their work, 3 points for their behaviour and 2 points for their targets (1 for behaviour and 1 for academic). The behaviour target comes from the pupil's Boxall profile, the academic target comes from their IEP. Pupils will spend time each week during the last lesson on Fridays, reviewing these targets with their teacher.

How many points make you successful?

Pupils can get **8** points each lesson, these are for the five lessons and the 'Interventions' lesson, a total of six sessions and **48** points.

Pupils can get **4** points for Morning Registration (**2** for bringing in their home school diary and **2** for coming in and being ready to work.)

Pupils can get **2** points for behaviour over lunchtime.

Pupils can get **6** points for Break Times (**3** for morning break, **3** for afternoon break).

Pupils can get a total of **60** points each day:

- If pupils do their work all day they get **18** points;
- If pupils behave all day they get **18** points;
- If pupils reach their targets they get **12** points;
- If pupils are co-operating during registration and break they get **12** points.

They need to do all four things to be successful - 50 points is a successful day.

How can pupils fix it if things go wrong?

- If a pupil wastes time they will make it up;
- Pupils can do work and make up time in Golden Time;
- They can **choose** to do lost work at break;
- They can stay and make up time after school.

Merits will be awarded for additional effort in work or behaviour and can be exchanged for stuff at the end of each half term.

Successful pupils will have more choice at playtimes the following day. **40** points or less will give a choice of Quiet Play or Reflections, **41** to **49** points is a choice of Quiet Play or Grid Club, **50** or over is all choices.

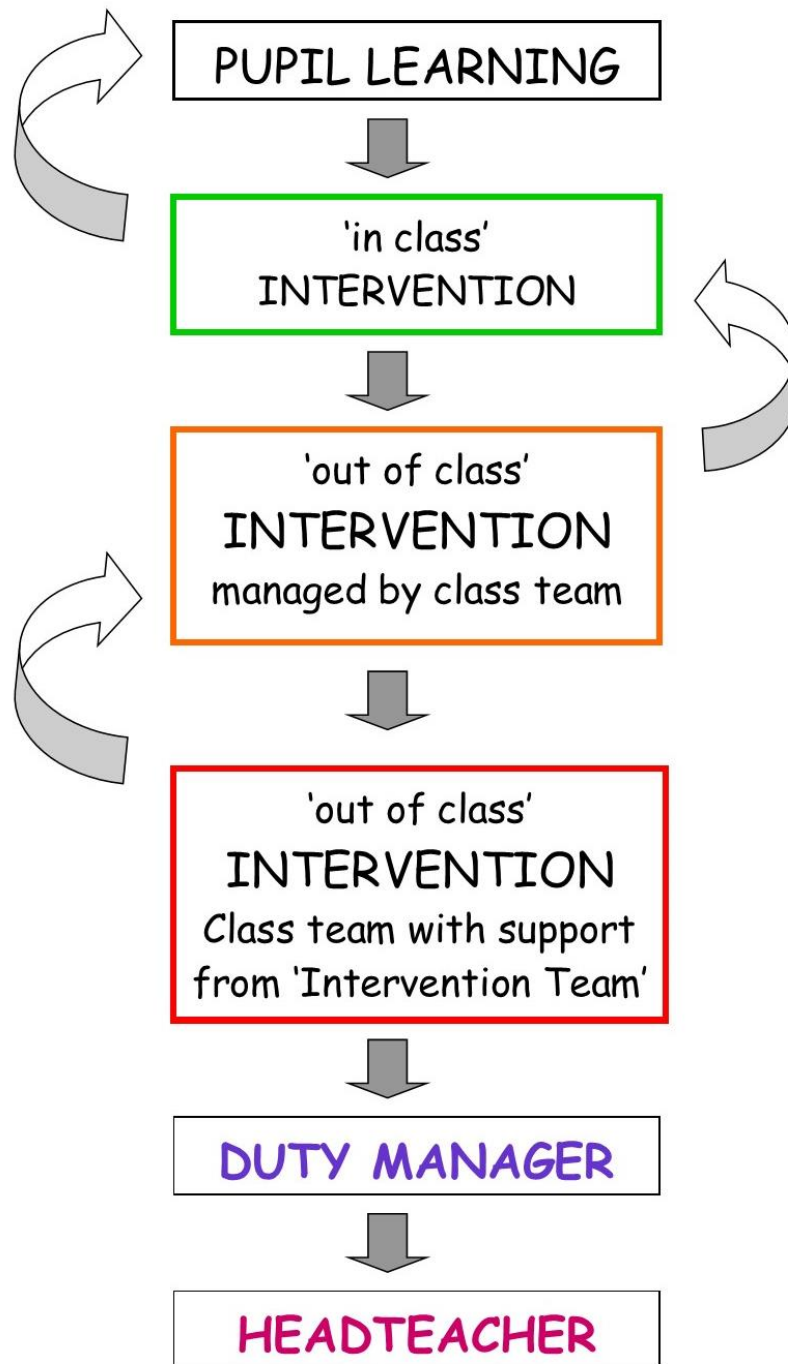
What happens on Friday Assembly

The successful pupils' names will be read out and displayed on the **WALL of FAME** in the hallway (an average of **50+** each day); pupils who earn all their points over a week will receive a '**Perfect Week**' certificate; A **Behaviour Award** and an **Academic Achievement Award** will also be given by each class - names will go on to the **WALL of FAME**.

The class with the highest average score will get a chance to play for **Extra's!** There will be three envelopes, each one will have a prize written inside it, the winning class chooses someone to pick an envelope & announce the prize.

Appendix 5

Behaviour Intervention



- Any decision involving the potential for a child to leave the school must be discussed with the Duty Manager.
- No staff or child is to leave the school outside of agreed times without the Duty Manager being informed (inc trips and sickness).
- All restraints must be reported to the Duty Manager who will ensure that all restraints are discussed at debrief meeting at the end of the day.

Appendix 6

BEHAVIOUR DEVELOPMENT PLAN (BDP)

Child's Name: _____ Date: _____ Plan
Number: _____

Strengths of the child: (include interests, personality traits, skills, etc)

Behaviours causing concern:

Skills to be developed: (Communication, Stress Management, etc)

What we feel the behaviour is communicating:

Additional needs to be considered:

Environmental changes to reduce the probability of the behaviour occurring:
(resources, placement in class, etc)

Proactive strategies: (How will the skills be developed?)

PERSON	PRINT NAME	SIGN NAME
Pupil		
Class Teacher		
Behaviour Development Manager		
Head of Care		

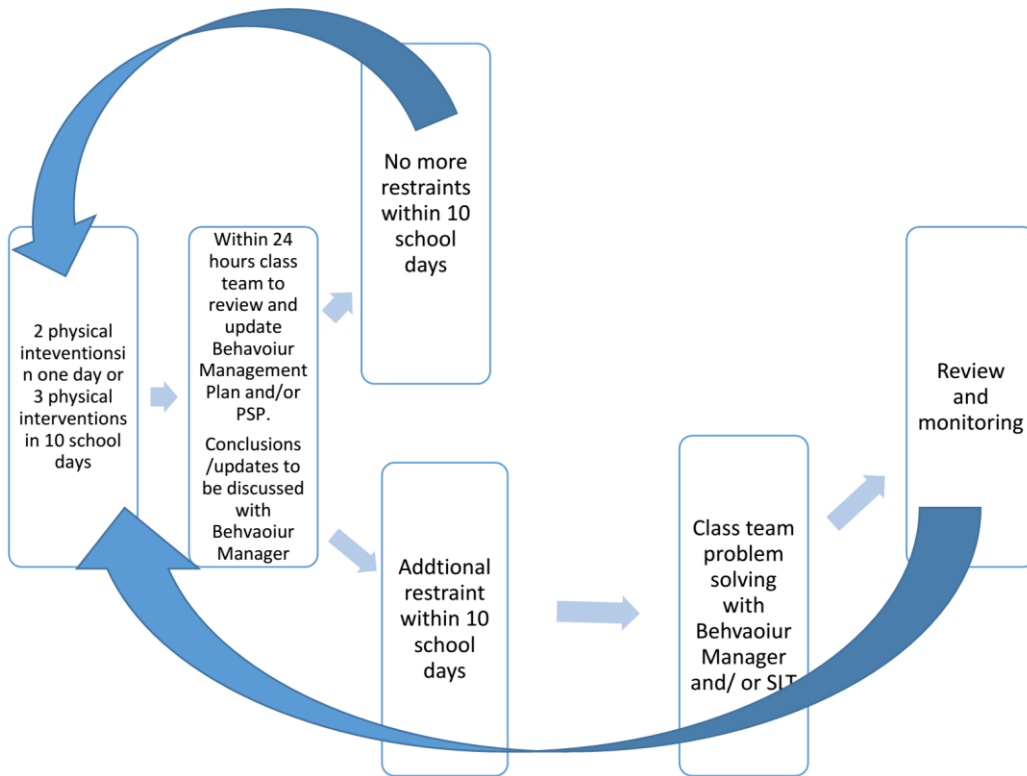
Plan to be shared with:

Review: (Include evidence to support successful implementation of plan)

Review Dates: Termly; when required in line with PSP review.

Appendix 7

Behaviour Pathway
Physical Intervention on
One Child



PASTORAL SUPPORT PLAN (PSP)

Appendix 7

Child's Name: _____ Date: _____

PLAN NUMBER			
REVIEW TYPE	Termly	After 2 PIs in one day	After 3 PIs in 10 days

Trigger behaviour: (Describe common behaviours / situations)

BEHAVIOUR	SITUATION	SOUNDS / LOOKS LIKE

Preferred supportive and intervention strategies:

Strategy	✓	Strategy	✓
Verbal advice and support		Take up time	
Reassurance		Time out / withdrawal	
Negotiation		Touch	
Choices / Limits		Success Reminder	
Humour		Consequences	
Distraction		Change of face	
Other (please list) OR More specific description (ie: points, enrichment, stickers, charts, 1:1, Key work, etc)			
•			
•			
•			
•			
•			

Additional needs that need to be considered (ie: communication needs OR specific strategies to be avoided when de-escalating)

Medical needs that need to be considered (ie: Asthma, Brittle bones)

Preferred physical intervention: (Describe preferred holds, positions, staff numbers, location, change of holds during escalation)

List any Physical Interventions to be avoided?

Debriefing process following a significant incident: (include specific calming strategies, key adults to support, amount of time required, etc)

PERSON	PRINT NAME	SIGN NAME
Class Teacher		
Class Team		
Intervention Team		
Lodge Team		
Behaviour Development Manager	KELLY GREENWOOD	
Additional key adults		
Head Teacher	PAUL VAN WALWYK	
Deputy Head Teacher	BRENNA WESTON-BELL	
Head of Care		

All PSPs to be linked to BDPs to aid understanding of the presenting behaviour.
Review Dates: Termly; After 2 Physical Interventions in one day; After 3 Physical Interventions in 10 school days.

