



Southfield School Positive Behaviour Policy

Aims

We want all pupils and staff to work in a safe and happy environment, which encourages everyone to be the best they can be, and enables pupils to make progress in all aspects of their learning.

We have high expectations of and for our pupils with regard to their learning and behaviour and expect everyone to be polite, kind and hardworking.

We aim to notice, encourage and celebrate good behaviour by using specific praise and through our system of incentives and rewards.

Our Aim at Southfield School is to create a culture based on the therapeutic approach embodied in 'Hertfordshire Steps' which promotes a more positive focus on 'improving children's engagement, motivation and well-being' rather than more negative terms that can be associated with behaviour difficulties. (Hertfordshire's Behaviour and Attendance Strategy).

We believe that Children and Young People 'learn behaviour' through:

- Relationships with adults and peers
- Modelling of positive behaviours
- Specific reminders of what positive behaviours look like
- Routine and structure
- Clear agreed boundaries
- Praise and reward when successful
- Support when not successful

Strategies

Level 1: Most Pupils will be able to maintain appropriate and positive behaviour if the strategies described at level 1 in this policy are consistently followed.

For Pupils our rules are:

- We are kind to everyone, kind hands, feet and words
- We take care of our school and the people in it
- We are in the right place at the right time
- We try hard and have fun with our work
- We try new things
- If things go wrong, we stop and calm, then put it right

The universal approach:

We will ensure that through our curriculum and approaches all pupils have positive experiences of learning that is well matched to their needs and learning styles and which is in line with the vision and aims of the school.

- Adults will use visuals, signing, real objects and simple, repetitive language to support pupil's speech, language and communication difficulties
- All staff will allow processing time
- All staff will ensure that language and expectations are in line with the developmental stages of pupils
- All staff will make expectations clear by using a range of approaches e.g. visuals, signing, real objects and simple, repetitive language, now and next, schedules, I am working for etc.
- Adults will give pupils choices, that include consequences and specific praise
- Adults will 'catch pupils being good'
- Adults will share and celebrate positive behaviour
- All staff will be aware of and make provision for pupils additional sensory processing needs
- All staff will be consistent in their approach to behaviour management and responses to individuals
- Regular communication with parents/carers via the home school book will be maintained
- Pupils will receive frequent reminders of expectations through visual and verbal encouragement and reminders, clear adult modelling, discussion in PSHE, (age and developmentally appropriate), assemblies.
- All pupils will benefit from clear and consistent messages.
- Adults will model positive behaviour for all pupils.
- Teachers will use pupils' own interests where appropriate to make learning motivating and engaging.

All staff will manage behaviour positively through the use of:

- 'I am working for...' behaviour charts (a token economy system): - pupils work towards gaining a chosen motivator. They earn a certain number of stars for specific behaviour appropriate to their level of development e.g. on task behaviour for a specified amount of time. Rewards are not open ended, they are chosen from an appropriate selection determined by adults and given at a specific time and for a specific length of time, (using sand timers and timers on the iPad/interactive whiteboard). The frequency with which pupils receive stars towards rewards, and

the duration and type of reward is based on individual need. Once a star has been awarded it should not be removed (e.g. if behaviour deteriorates), but new stars can't be earned if behaviour is not in line with appropriate expectations.

- Choice boards. A selection of known motivators is available for pupils to choose from as a reward. They are displayed visually either in object, photo or symbol form. At identified times of the day pupils are encouraged to select an activity from their choice board. This is a timed reward, using sand timers and timers on the iPad/interactive whiteboard. The frequency and duration at which pupils receive rewards is based on individual need.
- Sticker charts. Pupils earn stickers for positive work and behaviour (expectations will be appropriate to each individual). Charts are completed when a pupil has earned ten stickers. Completed charts are taken by the pupil to Ms Duggan and they can select a reward which can be shared with a favoured adult/peer/or group of peers. These rewards will be developmentally appropriate activities designed to encourage and reward pro-social behaviours e.g. a shared game, talking time about a favourite topic, a creative activity etc.
- Positive-reinforcement. Pupils are given verbal and visual reminders of expectations about behaviour, this includes adults drawing pupils attention to their peers as role models e.g. 'Jack is showing me very good attention, he is sitting quietly and looking at me showing me he is ready to listen'.
- Schedules. Pupils have access to whole class, group or individual visual schedules to support their understanding of the routine of the day and to prepare them for transitions. These schedules can be in full day, part day or now and next formats and include symbols, pictures and words.
- Frequent use of specific praise e.g. 'Well done Emma, you put your hand up and waited before you answered the question'.
- 'Wow' certificates. These are awarded for effort, attitude, achievement and positive behaviour. Any adult can award a certificate. Certificates are given out in Friday's achievement assembly. Certificates are generated using the Behaviour Watch system.
- Pupils should be made aware that their positive behaviour can be rewarding in itself and also brings about positive experiences and feelings in others. This can be done through adult modelling and specific praise e.g. 'It was very kind of you to let Emma have first go'. It shows me you are thinking hard about how you can look after other people'.
- Ensuring that the classroom provided an orderly and predictable environment, so that pupils are clear about routines and expectations, and anxiety is kept to a minimum
- Class teachers should ensure that all adults are clear about individual pupil needs and how to support them by making sure that pupil profiles are up to date and shared with all staff. Class teachers should monitor to ensure that all staff are following the profiles and using differentiated strategies consistently for each individual.
- In the case of staff absence, the partner teacher, HLTA or phase leader should ensure that supply staff are made aware of pupil needs by sharing class information files and profiles at the earliest possible opportunity.
- Behaviour will be monitored by class teachers/phase leaders at level one using the Behaviour Watch online reporting.

Level 2: Some pupils may require more significant support, see level two strategies.

Although we believe that the key to good behaviour in schools is positive engagement with learning, there are times, for some children, when additional help is needed to keep them fully engaged.

We recognise that the key component of promoting positive pro social behaviour is to begin to understand the underlying feelings and experiences that lead up to that behaviour and similarly we need to learn to recognise the underlying causes of the behaviour. External discipline may suppress behaviour but long-term behavioural change comes from developing internal discipline.

The Step on approach:

- Any incident where another person has been hurt (whether the hurt was intentional or not); learning has been lost for over 5 minutes; or another pupil has been significantly distressed as a result of pupil behaviour must be logged on Behaviour Watch by completing an incident slip.
- If an increase in behaviour incidents raises concerns SLT will be notified through the increase in 'incident slips' relating to individual pupils via the Behaviour Watch system. The Pastoral Teacher should make a phone call home to discuss their concerns and to establish whether the pupil's family are experiencing similar behaviour, or to find out if the family are able to give information about possible causes and triggers e.g. disrupted sleep, family bereavement, changes in health or environment etc. At this point they should agree next steps e.g. both settings monitoring possible triggers and frequency, or a face to face meeting to agree next steps
- If the increased negative behaviour indicates 'bullying' individual support will be put in place for both the bully and the victim of the bullying. At Southfield we use the Anti-bullying Alliance definition i.e. the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power (It can happen face to face or online). The individual support plan will be put in place in agreement with all children involved and their families. It will follow the plan, do, review cycle and will be reviewed at agreed intervals with children and their families. The support given will depend on the needs of the pupils and their developmental ages.
- Pupils at the 'step on' stage may require screening for additional needs. Tools such the 'Boxhall Profile' can be used to gain further information in this area.
- Frequency charts and anxiety mapping should be used to monitor the type and frequency of behaviour as soon as staff identify a concern. This will help to identify if there are any patterns, for example time of day, activity, transitions and interactions, during which the pupil may require extra differentiated support.
- A Roots and Fruits chart should be completed to analyse behaviour. This information should then be used to create an individual behaviour support plan. Plans should be shared with pupils, parents and appropriate members of school staff. Plans should be monitored and updated regularly at key points throughout the year, and always as soon as required.
- Communication with home should be more frequent. This could be in the form of written messages in the home/school book, telephone conversations and face to face meetings. It is important to keep parents/carers updated with developments in behaviour both positive and negative.

Level 3: A few pupils may require more sustained support and intervention, see level three strategies.

The Step-up approach:

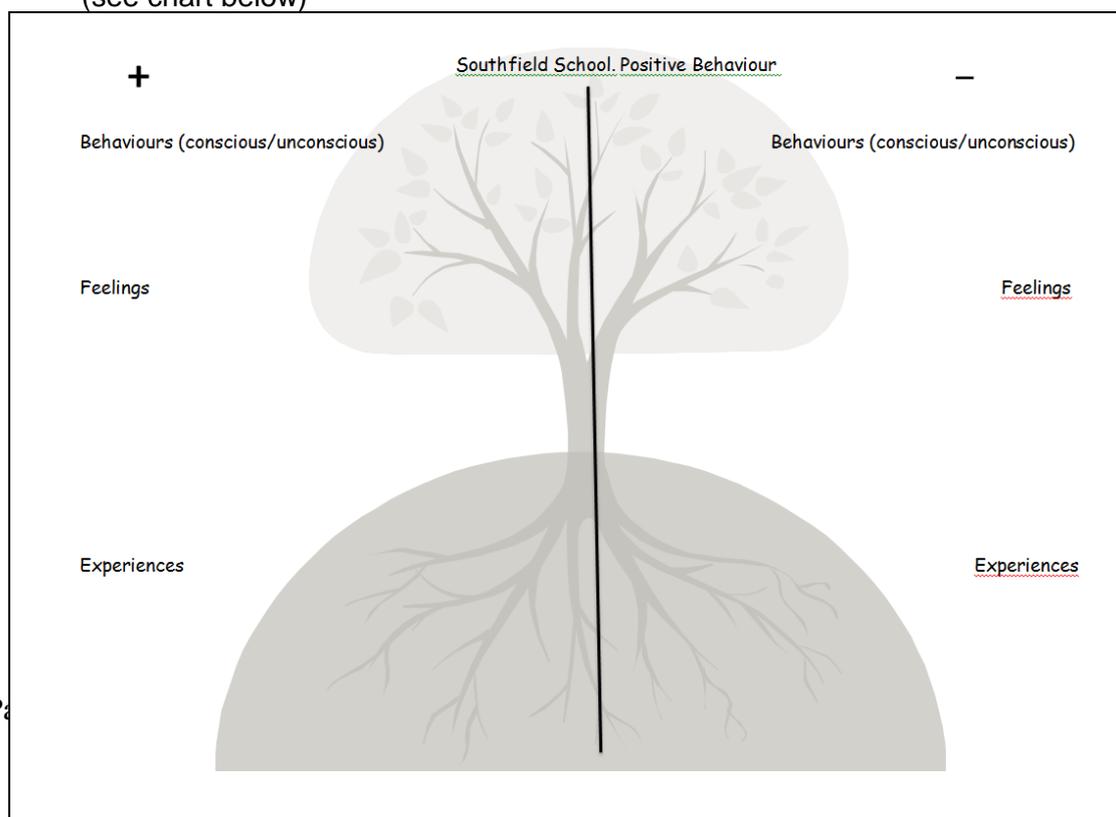
- Pupils at this stage will require a detailed risk assessment and behaviour plan that includes the use of Physical Restrictive Intervention (RPI) if needed. The behaviour plan will need to be shared with parents/carers and may involve input from external agencies.
- Support and advice from external agencies such as PALMS, the Educational Psychology Service and the Paediatrician may be required.

Positive Behaviour Plans:

Pupils who need a behaviour plan are those pupils whose needs are exceptional and those for whom the universal strategies, techniques and approaches are insufficient. Typically, this will include pupils who at times (because of anxiety, medical needs, early developmental stage, speech language and communication needs or other reasons) need some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

A plan will:

- involve parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- include a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- take into account the age, understanding, and competence of the individual pupil
- Consider approaches appropriate to each pupil's circumstance and will focus on the 3 stages in progression referred to earlier.
- Be based on the basic premise that *Positive experiences create positive feelings and Positive feelings create positive behaviour.*
- Be based on a thorough analysis of behaviour using the roots and fruits approach (see chart below)



At Southfield School we adopt strategies that are based around the principles outlined in Hertfordshire Steps:

- Relationships - Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.
- Role Modelling – Using words and actions that mirror the responses we are trying to encourage in children.
- Consistency of support and responses – Working out the best way to support each individual child and ensure that this is shared across the setting.
- Approaches to that individual child are consistent.
- Scripts and Routines – Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.
- Positive Phrasing – Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.
- Planning – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise.

Staff Training

Every member of staff will receive training in effective techniques of management of behaviour through 'Hertfordshire Steps'.

All staff will become familiar with a range of tools through 'Step On' designed to help them understand behaviour and follow the agreed practices and procedures adopted by the school. 'Step Up' will be offered to all staff after the successful completion of Step On based on audited need.

All training will be refreshed annually as agreed in the protocols for Hertfordshire Steps. Behaviour and Safety will be a regular focus of Whole staff training programme throughout the school year in line with the School Raising Achievement Plan.

All school staff need to feel that they are able to support students displaying anti- social behaviours, and to have an understanding of what challenging behaviours might be communicating. They need to know what options are available for supporting behaviour. If a pupil's behaviour is unsafe and puts them, their peers or adults at risk staff will physically intervene to make sure that everyone stays safe. This may involve an escort to a safe place, use of restrictive physical intervention or use of the safe space (if this has been agreed with parents and occupational therapy and is in the pupil's plan).

Training in practical techniques of physical intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with. Where there is an identified need for such training, staff will be trained by an approved instructor in Hertfordshire Steps, Step Up.

Restrictive Physical Intervention

Restrictive Physical Intervention is the term used to describe interventions where bodily contact using force is used to control or manage a child's behaviour.

Legal defence for the use of force is based on evidence that the action taken was:

- Reasonable, proportionate and necessary
- In the best interest of the young person

It may be used in the following circumstances:

- To prevent a child from committing a criminal offence
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property
- As a planned response linked to *persistent* loss of education to other children within the group

Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions.

Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met.

Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and/or other pupil's best interests for staff to intervene physically.

Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and de-escalation script. Restrictive Physical Interventions will only be used when all other strategies have been considered, and therefore only as a last resort.

Staff will be able to show that the intervention used was a reasonable response to the incident

Restrictive Physical Intervention cannot be justified to gain compliance with adult instructions.

All Restrictive Physical Interventions must be entered on the Behaviour Watch System, as soon as possible after any intervention and parents must be informed by the class teacher, or where there are additional concerns about reporting by a member of the leadership team. It is the responsibility of the class teacher to ensure that parents have been informed.

Reflect Repair and Restore

Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times. It is recognised that the members of staff involved may need a period of restoration following an incident.

Staff and pupils will have the opportunity to revisit situations and where necessary and appropriate to help 'repair' any of the damage done through any episode of challenging behaviour taking into account the age, understanding, and competence of the individual pupil. Any consequences of the behaviour (Educational Consequences) should have social validity and have natural consequentiality so that the pupil can be helped to understand the link between behaviour and its consequences.

Records of behaviour will be kept to ensure that we are able to see both the frequency and severity of behaviour to allow us to look for patterns and triggers and assess and monitor the strategies being used. Where appropriate these records will include written records of incidents, tick lists showing type and frequency of behaviour, pictures of damage caused by the child. In more complex cases, video footage may be taken of incidents to allow us to analyse the behaviours and our response to it. These records are for the use of school staff to ensure that the best strategies are used to manage and modify a child's behaviour.

It may be necessary to share these records with other professionals such as the Educational Psychologist or the behaviour support team when seeking their advice or as part of a review of a child's needs. Exclusion is only to be used as a last resort and in response to a serious incident where there has been an injury to staff or other children requiring medical attention or if it has resulted in a member of staff being unable to return to the classroom after debriefing. It can also be the result of extreme damage to property.

Records are kept of the frequency of such incidents, the interventions that were used. If a child is excluded for a fixed term period County procedure is followed.

Use of Quiet Room and Safe space

The school has one quiet room located in Key Stage 2 area of the school and two safe spaces located in the Early Years department and the Key Stage 2 area.

Sometimes if a child is very angry or distressed or experiencing sensory overload, they need a quiet place to calm down. They can be taken to these spaces where it is possible for them to be on their own to calm. Throughout the intervention they will be monitored by a member of staff, at all times. Use of the quiet room or safe space should be indicated on a child's behaviour plan. De-escalation scripts, timer, Makaton and symbols are used to support children to be ready to move on with their day once they are calm and safe. Staff should aim to enable children to use these spaces as part of a child led, self-managed strategy (e.g. by using SCERTS scripts 'when I am worried I can...' and symbol exchanges).

Communication with parents/carers

Southfield School maintains effective liaison with parents. Home/school contact books are used to relay messages, which may include comments on a pupil's behaviour. When pupils begin to demonstrate negative aspects of behaviour teachers inform parents immediately so that staff and parents can work together to support the pupil. Parents are expected to give full support in dealing with their child's behaviour. Parents may be invited in to school for a meeting to share behaviour plans, strategies and to discuss next steps. Teachers should ensure that any sensitive messages with regards to behaviour are relayed by phone or face to face at the earliest possible opportunity. Where there are very frequent incidents staff should discuss the frequency of reporting with parents e.g. a weekly pre-arranged phone call, so that the home/school diary can reflect positive aspects of behaviour and the parent does not feel that their only contact with school is about negative behaviour.

Policy Review

This policy will be reviewed annually by the Governing Body and will be publicised to parents and carers via the school's website. All staff will be made aware of the policy at least annually and will be expected to be familiar with all related practices and procedures in relation to maintaining positive behaviours for learning and in the use of physical interventions as a last resort. Staff will be asked to sign that they have read the policy.

