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# POSITIVE BEHAVIOUR & ATTITUDES

Policy Details			
Written by (signed, role)	Checked by (signed, role)	Date	Review due
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## Introduction

This policy has been prepared for the support of all teaching and support staff who come into contact with children and young people, to explain the school's arrangements for supporting positive behaviour and attitudes.

This policy will also provide information to parents/carers regarding behaviour in our schools, expectations and support.

## Aim

The school curriculum and ethos promotes **Positivity, Kindness, Inclusiveness, Togetherness** and all pupils are given a myriad of **Opportunities** for personal growth and to promote emotional wellbeing and the development of emotional intelligence.

A school with positive behaviour and attitudes is one in which there is a climate where pupils feel safe, enjoy learning, engage enthusiastically in activities, can access the curriculum and achieve high standards. Our federation aims to promote positive relationships, trust and co-operation to secure an enjoyable learning environment where expectations are clear and conflict is minimized.

In implementing this behaviour Policy, we must be clear that each pupil and their differences is valued, and we wish to highlight positive behaviour traits, and challenge and support the improvement of detrimental behaviours.

## Underpinning values

Children and young people attending a school in our federation, and their parents/carers, have a right to:

- be encouraged to make choices concerning their education and their lives
- be aware that physical interventions should only be used in the pupil's best interests
- opportunities for learning which are appropriate to the pupil's interest and abilities
- individual consideration of pupil needs by the staff who have responsibility for their care and protection
- expect staff to undertake their duties and responsibilities in accordance with the school's policies
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school
- to be informed about the school's complaints procedure

Everyone attending or working at Mary Elliot – Old Hall Federation has a right to:

- recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment
- be protected from harm, violence, assault and acts of verbal abuse

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## Roles and Responsibilities

### ***Governing Board***

Ensure that there is a Positive Behaviour Policy in place and review its implementation annually.

Discuss overall behaviour during regular Governors meetings.

### ***School and Federation Leaders***

- Oversee the implementation of the Positive Behaviour Policy, evaluate its success periodically
- Meet with the Positive Behaviour Lead to discuss concerning behaviours in school
- Assess the need and outcomes of restrictive physical interventions

### ***Staff***

- Ensure that Positive Behaviour Support Plans are reviewed and reflect current behaviours and classroom practices.
- Write and review risk assessments, vulnerability assessments and any other documents used to support pupil behaviour.
- Ensure that all members of staff working closely with the pupils, follow strategies written in PBPs and are responsible for recording behaviour and analysing patterns in behaviour
- Follow the dress code, to maintain agility and safety
- Work in partnership with parents and carers to support behaviour
- Liaise with outside professionals regarding pupil behaviour when appropriate
- Relaying concerns of a pupil's behaviour
- Share strategies to support pupil behaviour that affects the whole school or that staff feel all staff should be aware of. For example, how to support pupils during transport at home time.

Staff should ensure that pupils understand, as far as they are able, that there is an expectation of high standards of behaviour.

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the boundaries and support provided by staff. This protects the well-being and safety of all young people and staff in school. It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. In our federation schools, physical interventions (Positive Handling) are seen as only a small part of a holistic approach to meeting the many and varied needs of our pupils, including the need/right to be safe from harm (from themselves or others).

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
- (ii) Are provided with appropriate and regular training to deal with these difficult situations.

As teaching and support staff work 'in loco parentis' and have a Duty of Care towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques is one of our health and safety control methods for reducing risks presented by behaviours that challenge. Pupil's Positive Handling Plans are Safe Systems of Work under Health and Safety Regulations. As such, it is imperative that these plans are consistently followed and implemented by all members of staff.

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## **Behaviour and Communication - how children behave informs us about how they are feeling.**

Supporting pupils to effectively communicate is a very important part of supporting them to behave appropriately. Pupils with profound and complex needs will require a personalised approach to behaviour management and consideration should be given to sensory needs, pain thresholds and levels of stimulation and engagement. Pupils at Mary Elliot and Old Hall 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 our pupils; we must also have realistic expectations about the rate of progress a pupil will make when learning to adapt or develop new behaviours.

Most of our pupils learn in small, incremental steps over a very long periods. Mistakes are part of the learning process. We do not make a judgement about it – instead we support our pupils to get it right.

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

At Mary Elliot and Old Hall, we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviours in pupils, and to think about how to respond 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 much 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, Teacher 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 to improve performance and professional competence.

### ***The quality of our provision:***

If we are able to meet each pupil at his/her point of need, it is more likely that behaviours that challenge will reduce or stop.

To do this we need to:

- Accurately assess the pupil's needs
- Plan to meet the pupil's range of needs, e.g. equipment, staffing, sensory needs, support the pupil to develop high levels of resilience and have high expectations for every pupil
- Support pupils 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 pupil
- Personalised learning to ensure that we meet pupil at his/her point of development
- Where appropriate, include the pupil in the target setting and evaluation process for outcome measurement, using appropriate language and methods (self-assessment)
- Give the pupil 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 pupil for their specific achievements, e.g. descriptive praise and do this often
- Actively teach the pupils behaviour for learning

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### **Pupils with exceptional behavioural needs**

The majority of pupils will respond positively when staff work within these guidelines but some of our pupils require additional support to learn how to manage their behaviour.

We do this by:

- Working in line with this policy
- Putting in additional scaffolding, tailored to the specific needs of each child or young person
- Multi-agency approach to provision, reviewing agency input regularly
- Observations in a range of contexts, including home visits
- Medical investigations to ensure that the pupil is not in pain or unwell or have any social, emotional or other conditions that impact on behaviour and wellbeing
- Making the routines/strategies as detailed as necessary for the individual pupil
- Drawing up a Risk Assessment, Positive Behaviour Plans and Positive Handling Plans detailing action to be proactive and reactive to behaviours. This is shared with the pupil in an appropriate way, parents/carers and other staff
- Drawing on additional resources from beyond the school, e.g. CAHMS, EP support, SEN Children's Team and medical specialists
- Parental and family support to implement changes in strategies

Pupils who experience difficulties relating to sensory processing or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of displaying behaviours that challenge, may have additional individualised support or programmes to support them to manage this.

The Violent Crime Reduction Act 2006 effective from September 2007 provides schools with powers to screen or search young people for weapons. At Mary Elliot and Old Hall, it is extremely unlikely that pupils would conceal weapons and therefore staff have not received any training in this area. As the power to search should only be used where it is judged safe, if the school decides that a search is necessary then the police may be called.

### **Managing Behaviour**

#### ***Rewards***

It is important that positive behaviour or improved behaviour be regularly acknowledged. Paying attention to positive behaviour will consequently encourage further positive behaviour.

This includes:

- Descriptive praise – telling the pupil what they have done well and why you are pleased with them
- Symbolic rewards – this may include choice time / preferred activities.
- Dojo points – awarded to pupils for good work/good behaviour etc.
- Communication with parents and carers to inform them of the behaviour or achievement through Class Dojo
- Special responsibilities/privileges – awarded a special job / leader for the day/ school council member
- Preferred activities above and beyond the scheduled daily activities (e.g. sensory room, bike, IPAD, choice time)
- Rewards should be instant where possible to aid understanding
- Rewards link to positive choices and achievements.
- Rewards focus on the specific behaviours we wish to improve.

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## **Consequences**

It is equally important to acknowledging behaviour that impacts on progress, Health and Safety and climate for learning.

In order for effectiveness, staff should consider:

- Is the consequence acting as a deterrent?
- Is the consequence applied consistently?
- Does the pupil understand why the consequence is in place?
- Does the consequence fit the behaviour?
- Is the consequence fair?
- Is the consequence applied in a calm manner?
- The consequence should be instant to aid understanding.
- Does the consequence lead to positive change in behaviour?
- The consequence should be instant to aid understanding.

### ***Consequences that have been agreed for use in school in dealing with minor incidents:***

- A conversation with the pupil, reminder about what behaviour is required
- Time out offered or may need to be directed where necessary
- Speaking to the pupil and listening to them in order to understand the underlying problem
- Show of disapproval by change of face/ or voice
- Warning, reminder of the rules and consequences – may be individualised to each department e.g., 'It's good to be green'
- Missed playtime (Only for those who understand why?)
- Direct the pupil from the environment in order to reduce anxiety
- Withdraw of positive reinforcement/ praise for a short time
- Pupil to work in a less stimulating environment where they are able to regulate better
- Use of social story to understand about the unwanted behaviour

It is important for adults to reflect on situations and question was there anything else that could have been done differently to support the pupil?

## **Reparation**

Reparation means repairing relationships, or 'making good', in some way. We believe, that pupils should always be allowed, the opportunity to repair relationships and that they want to do this. Where developmentally appropriate, we support pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected. Pupils with complex difficulties should be supported to repair relationships in a way that is meaningful to each individual. We cannot make assumptions about what pupils feel. Unresolved difficulties can make pupils very anxious and this can cause behaviour to escalate or become habitual.

## **Minimising the need to use force**

At schools within our federation, we constantly strive to create a calm environment to minimise the risk of incidents arising that might require the use of force. We have a total communication environment and staff use a range of strategies, e.g. signs, symbols and photos, to support young people in communicating effectively without the need to use negative behaviour to communicate. In addition to this, pupils who display behaviours that challenge have an

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individual Positive Behaviour Plan and pupils who require physical interventions (Positive Handling) will also have a Positive Handling Plan, which includes risk assessment.

All staff are trained with skills to help pupils to defuse situations before behaviour becomes challenging and have skills to be able to de-escalate incidents should they arise. De-escalation strategies should be used in preference to physical intervention and the use of force wherever possible and safe to do so. Reasonable force will only be used, when the risks involved in doing so are outweighed by the risks involved in not intervening/using force. (Positive Handling)

The application of any form of physical support/intervention inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. Staff have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

### **Reporting Behaviour**

All behaviour including changes in behaviour, are recorded to be able to identify patterns, changes in need and will contribute towards reviews. The behaviour lead will use records of incidents to discuss new strategies to support pupils and staff.

Behaviour incidents will be discussed with parents if it is appropriate to do so. This may be by telephone or by letter, depending on the nature of the incident.

Where appropriate, incidents involving Team Teach support (Positive Handling) will be discussed with parents/carers usually by telephone. Where the incident has led to the exclusion of a pupil, this will be reported to parents/carers by telephone as well as by letter.

Where there is any concern over the appropriateness of a response, a school leader, together with the Behaviour Lead, will conduct an investigation. If necessary the incident will be reported to the Local Authority (LADO)

Whilst Positive Handling is intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. Team Teach techniques seek to avoid injury to the pupil and staff, however it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe. Any such injury will be recorded in the Bound Book and reported to parents via telephone or in person.



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### How staff should report and record rewards

Rewards should be recorded using a variety of systems including:

- Class Dojo – rewarding points and positive messages shared with families daily
- Reward charts that provide a visual cue to achieving targets
- Assemblies – Class assemblies – Sharing good work/behaviour from the day
- Certificates – attendance – behaviour – Star of the day.

### How staff should report and record incidents of behaviour

At Old Hall, incidents of behaviour should be recorded on School Pod – Behaviour Watch.

At Mary Elliot, incidents of behaviour should be recorded on Solar.

All incident should include the follow:

**Antecedent:** This sets the context, what led to the incident? Who? Where? When? Why?

**Behaviour:** What was the displayed behaviour? Describe the incident?

**Consequence:** What was the result of the behaviour? E.g. harm to others, harm to self, loss of choice time, destruction of property. (This is not what sanction was given to the child to address their behaviour)

Incidents involving Physical Intervention (Positive Handling) will be recorded on School Pod – Behaviour Watch / Solar and in the Bound book.

### Prevention and De-escalation

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. The Positive Behaviour Plans and Positive Handling Plans (Risk Assessments) will outline specific strategies being used/ways to prevent incidents with the individual pupil.

De-escalation techniques should be used wherever possible and appropriate to defuse a situation and prevent an incident from occurring – a non-confrontational, calm but assertive approach is generally most effective.

Diverting the pupil's attention and distracting them from the "trigger" or a third person intervening can also help to prevent incidents. These should all be used before resorting to restrictive physical interventions, unless safety is at risk.

### Primary Prevention

This is achieved by-

- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for communication, choice and achievement;
- Exploring pupils preferences relating to the way/s in which they are managed;
- Developing staff expertise through a programme of Continuous Professional Development;
- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff.

### Secondary Prevention

This involves the recognition of the early stages of a behavioural sequence or pattern that is likely to develop into violence or aggression and employing 'de-escalation' techniques to avert any further escalation.

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Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of physical intervention (Positive Handling) at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated with **NOT** using a PI are greater than the risks of using a PI

## **Positive Handling**

### **Positive Behaviour Plans (PBP), Positive Handling Plans (PHP)**

The Positive Behaviour Plan will outline behaviours that the individual may display. It will identify triggers, describes what the behaviour looks like, strategies to be proactive and reactive where necessary and restorative practise including strategies to support the pupil during recovery.

The Positive Handling Plan includes risk assessment and details how a child should be supported using Physical Intervention (Positive Handling). It is vital that plans are followed precisely, and consistently by all staff and they are reviewed and amended regularly.

### ***Reviewing Plans***

Department Leads report regularly to the leadership team, and may discuss the pupil's needs and plans with the school leaders. All plans are shared with parents and are reviewed half-termly. Plans may be reviewed more frequently if needed, especially if a pupil is going through an unsettled time or changes in patterns/types of behaviour.

Where a pupil has sufficient understanding, their Behaviour Plan should be discussed with them and they should sign it. They may benefit from a simple symbolised version of the plan as an aide-memoir – the plan should be seen as supportive to/by the pupil. It may be beneficial to “rehearse” the plan so that they are comfortable with what will happen if they need support. The above is the responsibility of the class teacher.

### ***Parents/carers/those with parental responsibility***

When a Behaviour Plan / Positive Handling Plan is first drawn up the parents/carers/those with parental responsibility may be invited into school to discuss the plan, why there has been a need to devise a plan and the techniques that may be used, including any Physical Interventions (Positive Handling) . Their views should be sought in relation to the plan. If parents/carers are not in agreement with the plan, the Behaviour Lead will attempt to negotiate a solution. If a solution is not agreed, it may be necessary to review the suitability of the continued attendance of the pupil. Plans may be shared with other agencies who are involved with the pupil in order to encourage consistency of management, e.g. Respite.

### **Time out and Withdrawal**

***Time out:*** This involves minimising the pupil's exposure to circumstances that could act as a negative reinforcement for their displayed behaviour. This is commonly part of behaviour plans and would involve a pupil having access to a room or space (i.e. hall, garden, library etc.) which they may freely leave. It is a specific behaviour management technique and does not necessarily literally mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding (it could be as simple as ignoring a negative behaviour by not giving eye contact).

***Withdrawal:*** which involves offering a change of environment to the pupil, detracting from a situation that causes anxiety, high arousal levels, or distress to a location where they can be continuously observed, and supported until

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they are ready to resume their usual activities. This can mean removing a child from the class/group to allow them time to calm down or to prevent a situation from escalating, or to maintain health and safety of self and others. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. This “quiet time” could be time in the playground or a quiet area such as a sensory room.

### **Restricting Liberties**

In both schools, pupils and young people may never be

- Locked in a room alone, without support and supervision
- Deprived of food/drink
- Denied access to a toilet

### **Seclusion**

Seclusion is forbidden at Mary Elliot and Old Hall and staff found to have been part of an act of seclusion may face disciplinary proceedings. Seclusion is when the pupil is not being supported or closely supervised by staff. A pupil may be withdrawn from a situation they cannot cope with to somewhere safer or more conducive to calming. It only becomes seclusion if they are left alone.

Where Health and Safety becomes compromised, some classrooms, due to the individual needs of the children accessing them, require adapted high handles or keypads/pass pads to reduce the risk of incidents. Where it is deemed necessary, risk assessments will be completed to assess all risks and then regularly monitored. Where there is no risk of harm/incidents to pupils, all door handles will be standard. Pupils will still be given the option of leaving such spaces, through a broad range of communication modes such as symbols, Makaton, verbalising, gesturing. Such communications will always be listened to.

### **Bullying**

Bullying can be defined as persistent action, criticism or personal abuse either in public or private, which humiliates, intimidates, undermines or demeans the individual involved. Such incidents are rare at Mary Elliot and Old Hall however, where instances of bullying are discovered, the situation will be discussed with pupils in an appropriate way for the individual. Further work on relationships and caring about others will be taught via the PSHE curriculum and daily reminders.

### **Discriminatory language/incidents**

Although rare, incidents that include elements of racism, homophobia, sexism or those 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 and MUST be recorded appropriately, including all follow-up action. Where pupils use discriminatory language without understanding its impact, this must be viewed as an opportunity to teach pupils how to be respectful to each other.

At Mary Elliot and Old Hall some language that may be used by pupils may not necessarily be understood and therefore may not be used with meaning. This behaviour is not acceptable however; consideration of the individual's needs and ability should be taken into account. Appropriate strategies should be implemented to teach pupils appropriate language and to understand what is acceptable and not acceptable.

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## **Prohibited Items**

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **Monitoring incidents**

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Behaviour Lead to the needs of any pupils whose behaviour may require 'Positive Handling' intervention/s and/or an adjustment to the provision made for them at the school.

Monitoring of incidents will take place on a regular basis and the results used to inform planning, PBP strategies, reviews, IEPs, to meet individual pupil and school needs.

## **Positive Listening and Learning (PLL) and support following incidents**

Physical interventions (Positive Handling) are not used in isolation and the school is committed to ensuring that as a result of incidents, learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development.

In addition, PLL procedures are in place to ensure that appropriate support is provided and recorded for staff and pupils, and that following an incident, student/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. Pupils, who may be distressed by events, can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with Autism Spectrum Conditions

Where appropriate there will be an opportunity for PLL time with a member of staff to "discuss" the incident, using symbols and other alternative or augmentative forms of communication (AAC) where necessary. Staff should ensure that they pupil is fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary. Where staff have been involved in an incident involving a Physical Intervention, they should have access to counselling and support as needed.

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The Behaviour Lead will review each incident and investigate further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedures:

- Review of Behaviour / Positive Handling Plan(s)
- Child Protection Procedure (this may involve investigations by Head Teacher/Police /LA/or Social Services)
- Staff or Student Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure; in the case of violence or assault against a member of staff this may be considered
- The member of staff will be kept informed of any action taken
- In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where although the criteria for the application of the above procedures were not met, it is decided that the incident could have been managed more effectively.

### **Visits out of school**

Our equal opportunities policy states that all young people should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each pupil prior to each visit into the community. Consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?

### **Health and Safety of Staff**

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances that give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out young people's Behaviour Plans have a duty to report these to the Head Teacher immediately as there may be an impact on their own safety and that of colleagues and/or young people.

### **Staff Training**

Training will be available for all staff across the federation. For most staff this is enhanced by Team Teach training in the use of positive handling and it is the responsibility of the Behaviour Lead to ensure this training is kept up to date. Prior to the provision of training, guidance will be provided in relation to the action to be taken in the event of an incident. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development. The Federation has several Team Teach Intermediate Trainers.

Walsall LA and Mary Elliot – Old Hall Federation is committed to using Team Teach - accredited training provider.

All school staff working directly with pupils receive training in Team Teach. In addition to the delivery of a standard course, the staff are provided with regular in house updates and regular refresher sessions.

### **Parent Support**

Parents should have committed themselves through the Home-School Agreement to work with the school to develop and ensure the good behaviour of their child and that he/she understands and follows the school's Behaviour Management Policy at an appropriate level.

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The previous section on Behaviour and Positive Handling Plans outlines the process for involving parents in these plans. This process encourages consistency between everyone supporting our pupils whether at home, in school or in other settings and services. It also allows parents to make informed decisions about the care of their child whilst in school.

There is a range of support available to parents including home visits, coffee mornings, training and information sessions, advice and guidance. This is followed up with opportunities for parents to meet with other parents and the staff member with responsibility for behaviour arranged through the school's Parent Support Advisor. The aspect that parents find most useful is the opportunity to talk openly and honestly about the situations that they manage at home. Simply knowing that you are not, the only parent dealing with a particular behaviour can be just as helpful as being empowered through learning simple strategies to defuse, divert and de-escalate incidents. Simple practical strategies and the chance to problem-solve, as a group is a key aspect of this support.

### **Complaints**

The availability of a clear policy about the use of reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Where the nature of any complaint made by a pupil, parent or other person in relation to the use of Physical Intervention (Positive Handling) within the school indicates that an allegation of mishandling by a member of staff is being made the matter will be reported in accordance with LA procedures.

In such circumstances, the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the LA.

### **Whistleblowing**

Whilst the training in TEAM TEACH provided to all staff encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention (Positive Handling) can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters that cause them concern in relation to pupil's management and welfare. Any such concerns should be reported to the Head Teacher and in the case of concerns regarding the Head teacher, concerns should be reported to the Chair of Governors.

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## Reference documents

Use of reasonable force in schools - <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Team Teach principles and information for parents - <https://www.teamteach.co.uk/>

Children's Act 1989 - <https://www.legislation.gov.uk/ukpga/1989/41/contents>

# Appendix A

## Key Beliefs

At Mary Elliot and Old Hall, we believe that:

- Pupils want to behave well
- Behaviour is a means of communication – we must ensure that all pupils are supported to be able communicate their needs safely and appropriately
- With the correct support and intervention, pupils can learn to improve their behaviour and manage well

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- Mistakes are part of the learning process and we recognise that all of our children and young people are at different stages of the developmental process
  - All of our pupils have learning difficulties that can impact on how they are able to learn how to behave appropriately
  - All adults can learn strategies to support pupils to improve their behaviour

### **Key Beliefs Explained**

#### **We believe that:**

Pupils want to behave well.

We believe that our pupils are happy when they behave well and when this behaviour is recognised and acknowledged by adults and their peers.

Pupils are able to behave well when their needs are well met in school, at home and in the community.

## **Appendix B**

### **The quality of our relationships with each other and our pupils.**

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



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b) The quality of our relationships with our pupils. Each adult is a significant adult for our pupils therefore, such relationships are crucial.

To foster successful, enabling relationships we need to.

- Actively build trust and rapport – they have to be earned: they are not given
- Have high expectations for all pupils and when we demonstrate our belief in them, we help them to succeed.
- We treat all pupils with dignity and respect at all times e.g. by saying ‘thank you’ through communicating carefully and clearly in a way that is accessible for our pupils and their current level of need
- Adults should listen respectfully to the pupils, and make a judgement about how/when to respond
- Invest in our relationships with the pupils and have fun together
- Consider what might be behind the behaviour, why the pupils is behaving in this way. There will always be a reason as the behaviour is a symptom of something that we need to identify
- See things through e.g. 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 pupil, to communicate clearly and honestly about why this has happened
- Identify the strengths in the pupil – identify these with the pupil and build on it. If a pupil is not able to do this, advocate for the pupil within the team or professional group
- Apologise if you make a mistake – you are modelling this for the pupil and this will support you to build trust and respect
- Name and manage your own emotional reactions to pupils e.g. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a pupil
- It is important to resolve difficult feelings about pupil’s behaviour – it is unhelpful history. Focus instead on getting it right in the future
- Quietly but firmly hold appropriate boundaries for the pupils
- Seek support from wider professional networks to problem-solve challenging behaviour
- We are always respectful to pupils; we do not talk about them over their heads or in front of other pupils
- We are non-judgemental about pupil’s life experiences, but we use evidence to inform our planning for them

**Adults should support pupils in our schools by:**

- Developing quality relationships with each other and the pupils
- Improving the quality of our provision
- Having a well-informed understanding of their needs
- The scaffolding we put in place
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned
- Working in close partnership with parents and carers
- Investing time to allow children to practise and make mistakes

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## Appendix C

**The scaffolding we put in place – by this, we mean all the things we do to support our pupils to manage their own behaviour successfully**

The scaffolding rules support positive behaviour. They should be:

- Few in number
- Where developmentally appropriate, agreed with the pupil
- Communicated in a way that the pupil can understand, including visual cues, objects of reference, social stories etc.
- Regularly referred to by all staff
- Appropriate to the activity and developmental range

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**Routines** support our pupils by fixing desired behaviours in their minds. They must be explicitly taught – do not assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our pupils. Routines also support behaviour for learning.

**The language of choice.** This is part of helping our pupils to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad. We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

**We link consequences to the choices they make, to help them make the best choice.**

This communication:

- Increases pupils sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

**Scaffolding consists of:**

- Accessible modes of communication
- Clear and realistic expectations
- Rules
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour