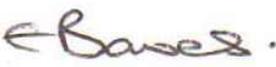




WHOLE SCHOOL POSITIVE BEHAVIOUR POLICY

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Ratified:	

Raise the Youth Education and Wellbeing School follows:

DfE Guidance on Behaviour and Attendance, and in particular "Behaviour and discipline in schools" (Feb '14) updated in "Ensuring good behaviour in schools" (Sept '12) and "The Equality Act 2010 and Schools" (May '14.).

We also implement DfE guidance 'The SEND Code of Practice 0-25 (Sept 2014).

We comply with the Independent School standards

This policy must be read in conjunction with other School policies such as the Safeguarding Policy, Search Policy, Anti-Bullying Policy, Rewards Policy and the Exclusions Policy.

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WHOLE SCHOOL POSITIVE BEHAVIOUR POLICY

1. KEY BELIEFS

At Raise Education and Wellbeing School we believe that:

- All behaviour exhibited by young people is communication
- All behaviour exhibited by young people has a positive intention
- The appropriate way to manage and change behaviour is through an SEMH, ACE and trauma informed approach
- Behaviours can be due to prior learning or a symptom of SEND needs
- c&yp want to behave well
- c&yp can learn to improve their behaviour
- mistakes are part of the learning process
- all adults can learn strategies to support c&yp to improve their behaviour
- c&yp must be given the opportunity to repair any harm
- positive behaviour and following laws and rules underpin British values

We adults can support our c&yp through:

- the quality of our relationships with each other and them
- the quality of our teaching
- the framework we put in place
- positive role-modelling
- Understanding the root cause of some behaviour

The framework consists of:

- Understanding SEND behaviours- Applying the SEND Code of Practice, EHC and other plans, diagnoses and advise and guidance from specialists: occupational therapists, educational psychologists, clinical psychologists, Speech and language therapists
- ACE & trauma informed principles- following Coatsworth's ARC model which consists of:
 - building secure Attachments between child and caregivers(s);
 - enhancing self-Regulatory capacities; and
 - increasing Competencies across multiple domains.

We achieve this by:

- partnering with families/carers and strengthen traumatised children's relationships with adults in and out of school;

- help children to modulate and self-regulate their emotions and behaviours;
and
 - enable children to develop their academic potential.
- rights and responsibilities of all parties to support positive behaviour
 - rules- school rules and societal rules, underpinned by discreetly teaching British values
 - routines- so that c&yp know what is expected of them each day and they can become accustomed to following routine activities
 - restoration- RJ processes are embedded across the school
 - the language of choice- positive language, challenge of discriminatory or unkind words
 - rewards and consequences- rewarding pro-social activities
 - descriptive praise- reinforcing positive behaviours and choices

2. Key Beliefs

At Raise Education and Wellbeing School we believe that:

- **All behaviour exhibited by young people is communication.** We believe that all c&yp are communicating their thoughts, feelings and unmet needs through their behaviour.
- **All behaviour exhibited by young people has a positive intention.** We believe that although the behaviour may be deemed to be negative, the behaviour is always part of the young persons' learned strategy for communicating their needs to others.
- **c&yp want to behave well.** We believe that our c&yp are happy when they behave well and when that behaviour is recognized by adults and their peers.
- **all of our c&yp have SEND, including SEMH, and many have experienced ACE and/or trauma.** We believe the appropriate way to manage and change behaviour is through an understanding of how trauma and ACE's affect behaviour. Exposure to traumatic events and ACE can disrupt c&yp's ability to relate to others and to successfully manage emotions. In an education setting, this can lead to negative behaviour, inhibited progress and lower levels of attainment than their peers who have not experienced these.
- **c&yp can learn to improve their behaviour.** Our c&yp find learning difficult. Learning new behaviour is a task, just like learning to read or write, this requires patience, persistence and compassion.
- **mistakes are part of the learning process.** We view negative behaviour as a mistake which can be rectified. We don't make a judgement about it – instead we support our c&yp to get it right. Practice improves performance.
- **all adults can learn strategies to support c&yp to improve their behaviour.** Developing an understanding of why c&yp behave as they do, a positive attitude to the child and their behaviour and effective strategies for managing and changing that behaviour is a core requirement of our job. It requires a real commitment to a growth mind-set. Both Raise employees and young people have the capacity to adopt a growth mind-set and build resilience for themselves and promote this for others.
- **following the rule of law-** a fundamental element of being a good British citizen is to follow the rule of law, which underpin British values. This starts from a basic understanding of 'right and wrong'

2. Context

At Raise Education and Wellbeing School, many of our c&yp have been permanently excluded from mainstream education, Pupil Referral Units and/or Specialist Education Placements. Many have SEMH needs, are Looked After by the Local Authority (LAC) and have Adverse Childhood Experiences.

A significant number have multi-agency involvement, including Children's Social Care, Child and Adolescent Mental Health Services (CAMHS) and involvement with the Criminal Justice System. Based on an SEMH framework Raise the Youth will endeavour and commit to offer, prevent, and improve the lives of c&yp who have and continue to experience adverse childhood experiences due to their circumstances, complex needs, age (functioning age), characteristics, and aptitudes. We will provide intensive and specialist support so that c&yp who have SEND/SEMH and are LAC can be safe, learn, progress and be supported to improve their wellbeing.

Our approach is to be a mindful: present, loving, compassionate, forgiving, trauma and attachment informed provider operating restorative justice through multi-disciplinary team of adult professionals who use their exceptional skills, knowledge and experience to enable c&yp to be safe, nurtured, and achieve their targets and aspirations, and to be equipped for life, work, and citizenship.

A number of the young people have diagnosed needs, such as Attachment Disorder, Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD).

The young people are often traumatised by Adverse Childhood Experiences (ACE), and some continue to experience present and repeated trauma through their familial relationships, peer relationships, breakdown in care placements, custodial sentences, frequently missing from home and homelessness. This list is not exhaustive. Many continue to be subjected to highly risky situations (such as Child Sexual Exploitation and Child Criminal Exploitation), meaning they are highly vulnerable with a complexity of needs.

- Everyone at Raise has a part to play in supporting our c&yp by building quality and supportive relationships with each other, to provide good models of behaviour at all so our c&yp, many of whom have experienced less helpful relationship models in their life outside of school.
- the quality of our relationships with our c&yp are crucial. Each adult is a **significant** adult to them.
- Each member of the Raise workforce is trauma informed, attachment informed and ACE aware. To achieve this:
 - Raise work with Trauma Informed Schools UK
 - Raise are a 'mindful school' and work with the Mindfulness Schools Project.
 - Raise are a Restorative Justice School and all staff adopt this approach as appropriate when reflecting on and reviewing conflict situations
 - Our school has a therapeutic approach to intervention and personal development and wellbeing - <https://www.raisetheyouth.co.uk/therapeutic-support/>
 - Raise have designed a unique and bespoke personal development, social and emotional resilience programme; Get RIPPED is integrated across the curriculum and is accredited by NCFE. <https://www.raisetheyouth.co.uk/wellbeing-provision/>
 - Articles, research and best practice documents are shared with the staff team

To foster successful, enabling relationships we need to:

- actively build and maintain trust and rapport – we earn this, it is not given
- keep our word – do whatever we say we will do
- be transparent; always tell the truth – never lie to a child or young person
- apologise if we make a mistake – we are modelling this for the c&yp and we will earn their respect and trust
- be clear about our expectations from the c&yp and what they can expect from us.
- demonstrate our belief that the c&yp can succeed
- look for the strengths in the c&yp – support the c&yp to build upon this.
- always treat the c&yp with dignity and respect
- listen carefully and respectfully to the c&yp, and make a professional judgement about how and when to respond
- hear the message behind the words/behaviour; ask ourselves why the child or young person is behaving in this way – there will always be a reason, it is our job to find it;
- enjoy their company – have fun together, where and when appropriate
- manage our own emotional reactions to c&yp i.e. demonstrate emotionally intelligent behaviour at **all** times
- let go of our memories or feelings following previous negative behaviour or emotional responses – it's unhelpful history. Focus instead on helping c&yp to make better choices in the future
- quietly, but firmly, hold appropriate and fair boundaries for the c&yp.
- never let c&yp make choices that infringe the rights or wellbeing of others.

The quality of the learning we provide

If we can meet each child at his/her point of learning, in most cases negative behaviour is likely to decrease/disappear. To do this we need to:

- accurately assess the co yp's learning e.g. learning ability, learning style, learning barriers (including gaps in education) and level of achievement to enable them to make progress
- plan to meet the child or young person's' range of needs e.g. structure, equipment, activities, groupings, appropriate mentors
- know what the c&yp believe they can do i.e. self-esteem, self-image and adjust their expectations through positive challenge
- know what motivates each c or yp and use it to help him/her achieve
- carefully plan lessons to ensure that we meet each c&yp at his/her point of learning i.e. the work should not be too easy, nor too difficult, and we should plan for success
- include the c&yp in the target setting and evaluation processes, using appropriate language (self-assessment)
- give the c&yp regular feedback on progress, behavioural and learning, in a supportive way, focussing particularly on their achievements and what they need to do to make further progress
- praise the c&yp for their specific achievements i.e. descriptive praise
- actively teach the c&yp positive learning behaviours, so that they know what to do to ensure successful lessons e.g. enter the room on time, listen to the adults, think before you answer, respect other people's contributions

Frameworks

By this we mean all the processes, interventions and resources that we use to support our c&yp to manage their own behaviour successfully

- A whole school approach to fully understanding and responding to the needs of each and every child and young person
- Thorough and detailed assessments, that inform individual plans; educational, behaviour, social, economic and mental health needs
- Bespoke timetables to reflect ability levels, learning styles, previous experience of education and SEND and SEMH
- Consistent allocation of appropriately qualified and experienced multi-disciplinary adults, to build trusting relationships.
- Through our Form Tutor and Case Management and Pastoral Model, where two named adults continuously support the c&yp.

3. Rights:

All our c&yp have a right to:

- learn and to make demonstrable progress
- to make mistakes that they can learn from
- always feel physically and emotionally safe and cared for
- always be treated with respect and dignity
- express their feelings in an appropriate way
- have a voice and be listened to

All our employees have a right to:

- teach and guide or c&yp without undue disruption
- learn and be supported on how to improve their knowledge and practice
- feel physically and emotionally safe
- be treated with dignity and respect
- express their feelings in an appropriate way
- have a voice and be listened to

4. Responsibilities: are linked to rights, and this should be made explicit to our c&yp:

- all people at Raise are responsible for their own behaviour. Nobody makes someone behave negatively.
- individuals choose how to respond, taking ownership of their behaviour and their responses to the behaviour of others
- we can only change our own behaviour, not that of others. We can't *make* people do what they don't want to do, we can advise, guide and model
- we own our own feelings – others don't make us feel bad, angry, upset etc.

5. Rules are in place to support positive behaviour. They must be:

- few in number
- easy to understand and follow
- agreed with c&yp, wherever possible
- written in a language the c&yp can understand (including visual cues)

- stated in the positive
- regularly and repeatedly referred to by all staff with c&yp to give a consistent message
- regularly reviewed with the c&yp during assemblies, PSHE, themed activities, form time, lessons etc
- prominently displayed in appropriate areas

Desired behaviours must be **explicitly** taught, don't assume c&yp know them. These should be reinforced during all activities, including:

- the start and the end of the day
- during transportation
- during mealtimes- breakfast and lunch
- when moving around the school
- entering and leaving rooms
- going to, and coming back from, off-site activities
- greeting visitors

Classroom Management

Classroom management and teaching methods have an important influence on c&yp's behaviour. The classroom environment gives clear messages to the c&yp about the extent to which they and their efforts are valued. Relationships between staff and c&yp, strategies for encouraging positive behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way c&yp behave.

Classrooms and learning zones should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom and learning zones should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the c&yp to work in co-operation with others. Praise should be used to encourage positive behaviour as well as good work and making a real effort to learn.

The more consistency there is over routines and what is expected of them, the easier it is for our c&yp– **to learn them.**

The school has a basic set of classroom and learning zone, rules which are displayed in every teaching and learning zone.

The language of choice

This is part of helping our c&yp to take responsibility for their behaviour. We actively encourage them to choose to do the 'right thing', by explaining the consequences of their choices, both positive and negative.

We use specific descriptive praise when we see them making a positive choice – **we can never do too much of this.**

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

The use of this language:

- increases c&yp's sense of responsibility
- clearly identifies mistakes are a valuable part of learning
- removes the struggle for power, and sense of lack of control that some c&yp have about their lives
- is positive and reaffirming, modelling appropriate responses and communications
- overtly links responsibility, choice and consequence
- helps c&yp learn the skills to manage their own behaviour
- increases the independence and self-esteem of c&yp

6. Rewards and Consequences

Rewards- linked to positive choices and achievements. Focusing on the specific behaviours we wish to improve.

There can never be too many of these. They are part of the 'language' of this school. They include:

- social rewards: nods, winks, smiles, side hugs
- descriptive praise: noticing effort and positive attempts to do the right thing
- symbolic rewards: stickers, merits, commendations
- positive communications: letters/notes/postcards/telephone calls home to parents/carers
- treat rewards: hot chocolate, healthy snacks, time on PS4 or table tennis
- Positive rewards points: in recognition of positive behaviours, attitude or following school rules, to encourage pro-social choices. The issuing of points is accompanied by a 'Positive Slip' so the link between the behaviour and points awarded is very clear. The points have a monetary value. This value is placed on a 'Go Henry' card or in to the young person's bank account three times a year
- DEAR (Daily engagement and attendance rewards)- for attendance, linked to the principles underlying the DfE's 16-19 Bursaries, to support participation in learning, is paid weekly at a rate of £5 per day for post 16's and £1 per day for under 16's.

Consequences

We do not believe in a punitive response to negative behaviour but do believe we have a responsibility to teach our children that behaviours have consequences and taking responsibility for your behaviour is important. This is part of following the rule of law and being a good British citizen. As part of our Behaviour Intervention Strategy (refer to separate policy) we have adopted a whole school restorative justice approach

Restoration (means restoring relationships, or 'making good' in some way)

- We believe that c&yp should always be given the opportunity to repair situations, and that this is what they want to do.
- We do not believe in the concept of punishment, because it focusses the child or young person's mind on the punishment, rather than on their actions. This frequently leads to

c&yp feeling angry about the punishment, rather than thinking about the effect their behaviour has on others.

- By using restorative justice techniques, we support c&yp to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Raise 'Payback Panel'

Where c&yp may have caused damage to school property, belongings of employees or their peers, Raise have adopted a panel who assess the nature of the harm done, the reasons behind this and the impact on others.

This is explained to the young person and their carer/significant other (where appropriate) at a chaired panel meeting, where the learner has the opportunity to reflect on their behaviour and its impact by completing "my side of the story". They are given the opportunity to work with the school to repair and restore any harm done. (See Raise Whole School Rewards Process)

Exclusion

(Please see exclusion policy for full details)

- Raise Education and Wellbeing School is an inclusive school
- Our target is to have minimal fixed term exclusions and no permanent exclusions; we use fixed-term exclusions only to mark inappropriate and/or unsafe behaviour for a c&yp, where there is clear intent to break the rules and where the behaviours are not due to SEND's (as required by the SEND Code of Practice 2015)
- Permanent Exclusion will only be considered as an ultimate last resort, where every other avenue has been exhausted, consultations with all relevant parties concluded and where the to continue with the placement would put the child or young person, or another person at risk of serious harm.
- Any type of exclusion can only be made with the recommendation of the Headteacher and approval of the Proprietor.

Descriptive Praise

By telling c&yp **exactly** what we like about what they are doing, we are reinforcing the behaviours we want to promote e.g.

"Thank you for not standing on the chair" (in response to the child standing on the chair)

"Thank you for walking in school" (when a child is running in school)

"I noticed how kindly you supported Y. Thank you"

"Thank you for returning to class so promptly" (when the young person is reluctant to return)

"I notice you seem calm and happy" (when the young person is smiling/laughing)

We also give them regular positive feedback and personal recognition. This raises self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the Raise Education and Wellbeing School language.

3 ROLES AND RESPONSIBILITIES RE: THIS POLICY

General

Everyone at Raise Education and Wellbeing School have a responsibility to:

- read this policy
- understand it
- ensure that practice is always in line with it
- be proactive in implementing and reinforcing it consistently
- continually seek to further improve our own behaviour management skills

Board of Governors are responsible for:

- approving the School's policy
- providing support to the School with its implementation
- regularly monitoring behaviour incidents, through reports and data
- to take appropriate action to ensure that this positive behaviour policies and the associated strategies are being implemented

Senior Leadership Team are responsible for:

- creating a culture where there is a whole school approach to behaviour management and improvement plans and strategies
- embedding the rule of law and British values across the whole school
- supporting teachers, teaching assistants and wellbeing staff to manage behaviour effectively through continuing professional development – not by doing it for staff
- supporting c&yp with understanding the school's approach to behaviour management
- supporting parents and carers with understanding the school's approach to behaviour management, and with behaviour management strategies
- regularly reviewing policy and practice

Staff involved in teaching and learning are responsible for the:

- quality of teaching and learning in the classroom – ensuring appropriate differentiation (100% good/outstanding lessons)
- content and delivery of the lesson- making it interesting, fun and appropriate
- embedding the rule of law and British values across all curriculum areas
- creation of a positive classroom climate – ensuring that c&yp feel emotionally and physically safe; have clear routines & clear expectations
- well planned use of teaching assistant and wellbeing mentors, and other resources, to support learning and positive behaviour
- following all plans including EHC, IL and behaviour and health improvement
- recording and liaising with colleagues over incidents/successes/progress
- following through with c&yp until incidents are resolved
- monitoring behaviour in lessons and adapting approaches to ensure success for the c&yp

Responsibilities during teaching & learning support:

- ensuring the classroom or learning environment is prepared in advance
- supporting the teacher, with teaching and behaviour management at all times
- embedding the rule of law and British values across all activities
- supporting the c&yp, with their learning and to self-manage their behaviour and regulate their emotions

- supporting the development and maintenance of a positive learning climate
- ensuring that the environment is physically safe and if not report this to the Business Manager
- Supporting c&yp to manage their behaviour positively during offsite activities
- complete records of any incidents/accidents on Behaviour Watch and report to Management if appropriate.

Responsibilities during Case Management and Intervention work:

- Completing core assessments, changing behaviour support plans, positive handling plan and action plans
- Update and review all above plans in timely manner and as directed by Head Teacher
- Recording positive and negative slips
- Using Behaviour watch data to accurately target and intervene in behaviours that may be negatively impacting on a child or young person's goals and progress
- creating and continually reviewing individual behaviour improvement plans
- embedding the rule of law and British values across all interventions
- advising and supporting other staff on effective behaviour strategies for the class and individual c&yp
- keeping succinct, detailed records of incidents or improvements, to monitor progress and to establish patterns
- review strategies regularly and adapt if not working
- identify c&yp to be discussed at the Solution Circle
- develop positive relationships with parents/carers to support improvement in c&yp's behaviour both in school and at home
- pro-actively arrange & lead meetings with parents & multi agency teams to resolve behavioural difficulties.
- applying a whole school approach to reviewing and amending strategies

C&yp– as individuals, members of teams, members of the school community

- to understand the school's approach to behaviour management
- to improve their own behaviour, in line with our policy, so that they consistently show improvements in emotionally intelligent behaviour. This will include self-assessment against the two agreed Individual behaviour improvement targets, set each half term as part of their Behaviour Change Support Plans and Individual Education plans which are reviewed every 6 weeks. Do these need to be every 6 weeks, or can we extend to 12?
- to support their peers to improve their behaviour, in line with our policy

Parents and Carers

- to support the school's approach to behaviour management, in line with this policy
- to support their child in learning to manage his/her own behaviour
- to take opportunities provided by the school to further develop their own understanding and implementation of effective behaviour management.
- To work in co-operation reinforcing the importance of receiving education and other inputs.

C&yp who need additional support

Most of the c&yp at Raise respond positively when staff work within these guidelines.

A large percentage of our c&yp need significant additional support and others need targeted support to improve their behaviour, during difficult times in their lives.

We do this by:

- following this and other, related, policies
- referring to the individual Behaviour Improvement Plans, individual Risk Assessments (RA) and Positive Handling Plans (where appropriate), detailing action to be taken when identified behaviour occurs. staff and applied consistently.
- having comprehensive 'case manager model', which extends beyond traditional key worker models. The case manager takes responsibility for the identification of needs related to behaviour, plans and delivers appropriate SMART interventions and evaluates and reports on the outcome of the interventions.
- A broad and varied curriculum, covering the seven areas of learning (as required by the Independent School Standards), therapeutic time and activities and enrichment, including WOW Fridays
- Creating bespoke timetables reflecting aptitude, interests and careers aspirations
- Adapting approaches to learning to be creative, eg nurture room, forrest schooling, 1-2-1 learning, using music, arts and physical fitness, integrating maths and English across the curriculum etc
- The 'Wellbeing case manager' also employs support and intervention from relevant external agencies, using all resources available to ensure the best possible outcomes for the c&yp.
- Transport, Engagement, Attendance and Mentoring Service (TEAM): Raise ensures each c&yp is accompanied by a Raise employee into school each day; this encourages inspiration to attend and learn and allows raise to respond in a timely way to problem solving with the home/care environment.
- drawing up behaviour contracts/SMART Action Plans signed by the young person and the parent/carer, which are regularly reviewed
- adapting the approach used to respond to the child or yp's changing needs.

5. BULLYING (including Cyber bullying) see Anti-bullying policy

All c&yp who attend Raise have an absolute right to feel safe and not be discriminated against

- we do not tolerate bullying and have a robust Anti-Bullying policy
- there is a whole school approach to anti-bullying
- bullying is never be ignored
- all instances of bullying must be recorded on Behaviour Watch
- parents/carers should be informed as soon as possible by telephone or in person where possible
- any events will be addressed, in line with this policy, with each c&yp involved taking responsibility for their actions, apologising and agreeing to stop/change the behaviour causing concern
- restorative approaches will be considered, if appropriate
- this agreement will be monitored by the nominated 'bullying leads' to ensure that the bullying has ceased. If problems persist, they will be referred to the DSL for further action. Where appropriate external referrals will be made to organisations such as Early Help, Healthy Young Minds and/or the Police if the behaviour persists or is unlawful.

- all incidents are reported to the lead DSL and serious concerns will be reported to the Proprietor.

Discriminatory Language and incidents

- Discriminatory language or incidents, although quite rare, are not acceptable at Raise
- They must be dealt with in line with this Policy.
- They **MUST** be recorded in Behaviour Watch and reported to a DSL
- Racist, sexist, homophobic, disability abuse, or anything that breaches the Equality Act 2010 is not acceptable and will be dealt with in line with this policy
- The SEND of the c&yp will be taken fully in to account when addressing these issues.

BEHAVIOUR INTERVENTIONS

Trauma Informed Principles

- Throughout the organisation, all Raise employees and the c&yp they serve feel physically and psychologically safe
- Raise believe in resilience and the ability of individuals, organisations and communities to heal and promote recovery from trauma.

All interventions employed by Raise take full account of the fact the majority of our c&yp have experienced ACE's and childhood trauma. School exclusion itself, can be a traumatic experience for most c&yp. Many continue to be involved in situations that re-traumatise. All Raise employees use evidenced based practice to ensure the wellbeing, physical and psychological safety of all c&yp. All staff working directly with c&yp must read the 'Learner Passport' and EHC plans to fully understand the needs and appropriately adapt and differentiate any interventions delivered to incorporate the suggestions/directives made in the plan.

Positive Handling/physical interventions- The positive application of reasonable and proportionate force to ensure, by physical means alone, will only be used to ensure that a child or young people does no serious injury either to him/herself, a member of staff, another child, young person or extensive damage to property and will:

- rarely used, and only after all other interventions have been exhausted, and where ever possible by staff who have had the accredited, up to date, 'Team Teach' training
- only be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect or a criminal offence
- be recorded within the negative slip process on the Behaviour Watch school recording system and documented in the Individual Behaviour Change plans, Positive Handling Plans and Individual Education plans.
- an Individual Risk Assessment will need to be carried out – this might apply when an individual child or young person needs physical interventions using Team Teach strategies as a part of an on-going behaviour management plan.
- staff must understand the possible consequences of using a particular Team Teach method or methods of physical intervention when difficult behaviour occurs.
- A full report, and post incident debrief, must be held, to facilitate learning and to share information
- parent/carers must be contacted before the child arrives home

Holding - by this we mean providing physical direction e.g. c&yp led away by hand/arm/shoulder (using Team Teach practices)

- it falls short of positive handling
- it is subject to considerations of sexual appropriateness and sensitivity
- is subject to interpretation, so must be used with care

Touching

- is a valuable part of managing behaviour, and socialising skills, and may be used appropriately e.g. a handshake, pat on the shoulder, side hugs always in a public place and always taking the needs of the child or young person in to account

Restricting liberties- our c&yp will *never* be

- locked up
- left alone/unattended as a punishment
- deprived of food/drink
- denied access to a toilet
- subjected to any degrading or humiliating treatment

Keeping the whole school safe

Managing and changing negative behaviours helps to keep our whole school safe. To achieve this, we encourage c&yp to:

- tell an adult, if they see or know that someone is doing the wrong thing. We explain that this is how we look after each other – that it is a good and caring thing to do. Any child or adult who witnesses inappropriate behaviour, and says or does nothing is an accessory to that behaviour; is colluding with the wrong doing and giving permission to the perpetrator to do it.
- we do not accept the concept of “grassing” or that drawing attention to inappropriate or negative behaviour is a bad thing. Instead, we challenge this view and encourage and applaud this action as part of being a good British citizen and caring individual.

7. MONITORING

We apply a consistent behaviour management approach throughout the whole school, appropriately adapted to the age, abilities and characteristics of the c&yp

- we will observe and feedback to staff on observed good practice and areas for development as part of the supervision process
- the SLT will assess, plan, do, review as part of our on-going school improvement plans.
- The SLT will report to the Board of Governors about general behaviour issues, interventions and any specific concerns.
- Regular feedback will be sought from employees, c&yp to continually improve behavioural outcomes

8. CONTINUING PROFESSIONAL DEVELOPMENT to further improve their practice

Staff

- attend compulsory whole school, and team training sessions on behaviour management
- can apply to attend courses, as part of their individual CPD

- ask for in-house individual development opportunities e.g. by observation and learning dialogues with staff, with identified best practice
- use the varied CPD resources available throughout the school, and online
- use own initiative in independent reading of articles, books, and journals on best practice related to behaviour management and other relevant practice.
- access the learning and practise development resources, articles, books and information made readily available

9. CONCLUSION

In conclusion, through this policy we have articulated our philosophy, underpinned by evidenced based research and practise, on how to understand the underlying causes of behaviour and then consistently and compassionately work to change behaviour, from negative to positive. Through this approach, and addressing unmet need, we support c&yp to progress and fulfil their potential

Working together to ensure that Raise Education and Wellbeing School is a positive, fulfilling, happy and rewarding place to be.

