



Positive Behaviour Support Policy

| Version | Date | Description | Chair of Committee | Ratified (Y/N) |
|---------|----------|---|--------------------|----------------|
| 1 | 6/8/2021 | Presented to F G &P/Health and Safety Committee | Tony Orgee | Y |
| 2 | 23/9/21 | Presented to Full Governing Body | Paul Ilott | Y |
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Introduction

At Granta we follow the STEPs approach to behaviour support.

STEPs is a therapeutic approach to positive behaviour management and is already well established across the county and wider.

The STEPs approach is based on the following principles:

- Shared focus on inclusion of all pupils
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de escalation
- Shared risk management and risk reduction
- Shared reparation, reflection and restoration

This policy is a working document and as such it reflects both the practices that are in place and those which the school are striving to achieve. The implementation of this policy is the responsibility of all staff.

All staff at Granta receive training in behaviour management including Step On and Restorative Approaches. Our Behaviour Policy links to our Safeguarding, Physical Intervention and Appropriate Touch Policy.

Governors have examined their responsibilities under Section 88(1) of the Education and Inspections Act 2006 (EIA) to promote good behaviour and discipline in schools. Our governors have considered the statement of principles under Section 88(2) of the EIA in relation to the approval of powers of the Head Teacher and staff, these include but are not exclusive of;

- Screening and searching pupils (offensive weapons are items that can harm are banned from the premises).
- The power to use reasonable force or physical contact
- When multi-agency assessment should be considered for pupils who display continuous disruptive behaviours.

We believe that any individual's behaviour has a large effect on how well the individual is able to learn and on the quality of life they are able to enjoy. Understanding is the key to supporting a pupil to improve their behaviour – to understand the world as they see it, to be able to anticipate and predict their possible reactions and to understand that behaviour we see is a method of communication.

Aims

At Granta we support our pupils to developing an understanding of:

- Right and wrong
- Honesty, truth and fairness
- Respect others and themselves
- Importance of positive relationships
- Self-management and resilience, a sense of responsibility, acting in an appropriate manner
- Safe risk taking

- **Autonomy**

We recognise that all our pupils will need support and/or guidance and encouragement with the above in preparation for adulthood.

Underpinned by our mission statement;

We aim to promote independence and life skills development for all students, personalising learning and taking into account their starting points, needs and abilities.

We aim to keep all our students and staff safe at all times. We educate our students on how to keep themselves safe in daily life and work with our parents to support this.

We ensure everyone within our community feels a sense of belonging at school. We promote friendships, a sense of self and include everyone within class and school activities, taking into account their choices and feelings.

We provide our students with a wide range of fulfilling, fun experiences so that they can identify what makes them happy and what they like. We foster a sense of personal wellbeing, working closely with families.

Effective Behaviour Management

Promotion of good behaviour

Staff and pupils promote and celebrate positive behaviour through following our core values and mission statement:

- Communication – Listening to every voice, encouraging choice making, respecting each other
- Care – Being kind and compassionate, supporting and looking after each other, understanding each other's strengths, limitations and needs, empathy, responding to individuals, having patience
- Innovate – Being creative, taking risks, thinking outside the box, trying new things
- Achieve – Personalisation and progress, developing ourselves and others
- Collaborate – Working together

There is an expectation that we will not harm others or damage property in school. We expect the school environment and people in it to keep each other safe so we are able to learn in the best way and best place we can.

How staff promote good behaviour

The quality of our relationships with each other and them;

- Actively building trust and rapport
- Have high expectations and demonstrate our belief in our pupils.
- Treat our pupils with dignity and respect
- Listen respectfully and respond appropriately

- Invest in our relationships
- Consider what might be behind the behaviour
- See things through
- Keep our word
- Identify pupils strengths and build on these
- Apologise if we make a mistake
- Name and manage our own emotions
- Seek support
- Investing time to allow the pupils to practice and make mistakes
- Not talking about pupils over their heads or in front of other children

The quality of our provision;

- Accurately assess and understand the pupils needs and plan to meet those needs
- Observation, evidence gathering and analysis- so that our interventions/strategies are well informed and planned
- Support the pupils to develop resilience
- Provide frequent positive reinforcement
- Know what motivates each pupil
- Personalise the pupils learning
- Encourage pupils where appropriate, to be involved in self-assessment and target setting and give feedback on their progressive
- Actively teach pupils behaviour for learning
- Provide pupils with a fit for purpose curriculum according to the pathway they follow.
- Provide pupils with a breadth of experiences focused on life skills learning and community access.
- Working in close partnership with parents, carers and other professionals

Strategies used across the school are;

Staff should always respond to pupils behaviours in order for them to understand and learn how to behave in the wider community.

- Staff will praise and role model appropriate, positive touch such as a high five, handshake or contingent touch.
- Staff will encourage all pupils to have pride in their environment
- Staff will praise and role model safe and appropriate use of equipment
- Staff will remind pupils they can speak to a trusted adult if they feel unsafe
- Staff will promote positive and safe interactions across all parts of the school day

Other more specific strategies may include;

- Accessible modes of communication
- Clear and realistic expectations
- Rules, including our-core values
- The language of choice
- Restorative approach

- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour
- Interventions such as TEACCH
- Well-being curriculum
- Outside agencies

Shared Routines

At Granta we recognise that establishing and maintaining simple routines is a positive way of helping our pupils create the right conditions for learning and for changing their negative responses.

Our routines are meant to help the pupils and focus on current behaviours and relationships. Staff explain their purpose and make sure they make sense to the pupil. That they help promote learning and engagement and improve relationships between pupils and pupil and/or pupil and adult. These routines are reviewed regularly.

Bullying

See Granta School's Anti-Bullying policy

Management of Serious Disruptive Behaviour and Aggression

The selection of specific management techniques and strategies depends on the individual staff member and the relationship they have with the pupil. No strategy or strategies guarantee success. However the following principles inform and govern our decisions;

- We remain objective and calm in our speech and actions. Firmness does not need to be articulated through shouting or threats.
- We constantly strive to improve our understanding of our pupils and their behaviour. We recognise they are often externalising inner conflicts. They demand the control they can no longer provide for themselves. We aim to pre-empt physical intervention, by creating an emotionally containing environment.
- We attempt to see beyond the behaviour presented by the pupil to the possible meaning or message they may be expressing. This helps us think and respond appropriately and reflectively.
- We listen quietly and respond quietly to the pupils, allowing them time. We do not overwhelm the pupil's loud, insistent directions.
- We do not look for an immediate solution unless the situation is dangerous, in which case we will adopt a reactive strategy. If appropriate we tell the pupil we will deal with the issues later and we redirect them back to the learning environment. Whilst making this decision we will be making an ongoing dynamic risk assessment of the behaviour and situation and be considering how best to pre-empt an escalation of the incident and minimise risk.
- At all times when responding to behaviour, we aim to analyse, not personalise. Thus staying flexible for as long as possible to avoid escalating confrontation and we use help script for colleagues and clear communication to support each other.

- We maintain positive attitudes. We remind the pupil of previous good behaviour or similar situations that they managed well and the progress they have made.
- We always remind the pupils of options and consequences, we do not give threats or directions that are unachievable.
- We use a range of diversion strategies, these can be very specific to the individual and based on motivations or interests. Humour can be a powerful tool to pre-empt a crisis is used sensitively.
- Involving other people in a non-threatening way can divert confrontation and reduced aggression.
- Sometimes it is necessary to remove the pupils from the situation. We try to do this in a neutral way, reducing negative or hostile feelings.
- Our message 'we care about you enough to not let you be out of control or hurt anybody' and we share this with our pupils.
- We always promote physical safety and do everything possible to prevent physical injury to everyone.

Restorative approaches

Relationships between children and young people and those who look after them should be guided by the following principles:

- Pupils and adults are all at different stages of learning and/or emotional development regardless of their age and how long they have been in one setting
- Effective communication resolves conflict.
- People have different skills/abilities to manage in any given situation.
- Those who present the most difficulties often have the greatest opportunity for change and development
- Change needs planning and managing
- Restorative practice is a framework for managing and learning about young people's needs
- Restorative practice also safely allows adults to acknowledge where they get things wrong and to put things right.

Restorative approach asks the following questions to the harmer:

What happened?

What were you thinking about at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have they been affected?

What do you think needs to happen to make things right?

And to those harmed:

What did you think when you realised what had happened?

What have your thoughts been since?

How has this affected you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

Using the approach helps the pupil to understand the effects of their behaviour and, with support, identify ways of modifying it in the future.

Restorative approaches provide Granta with a range of practices which promote mutually respectful relationships and manage behaviour and conflict, address bullying and absences and build community cohesion. Restorative questioning allows those involved to tell their story, from their perspective, and be listened to in a way which assures no pre-judgment. At Granta pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion

Rewards

While we recognise the importance and efficacy of rewards, we do not want our pupils to become overly dependent on rewards. We try to move their motivations to lean from extrinsic motivation to intrinsic. We appreciate the need to recognise when pupils work hard and do their best. We recognise that some of our younger or less mature pupils do need extrinsic rewards to promote learning experiences. Within our school, pathways and classes we will have mini rewards systems and practices that are appropriate for the age and developmental stage of our pupils. Where possible, rewards should be random and not announced publicly, but encourage positive social and learning behaviours.

All rewards systems are positive and pupils cannot lose rewards they have already gained. Staff share practices with each other and aim for variety within their approaches according to pathway or individual pupil.

One of the best reward systems for a pupil is genuine praise. We praise our pupils for their achievements. We try to ensure that in our interactions with pupils the positive comments outweigh any negative ones. We are always alert to praise a pupils at every opportunity 'catching them doing something right'.

Consequences

Punishment is where authorities enforce an undesirable or unpleasant response to behaviour that is believed to be undesirable. At Granta we refrain from using punishment; we believe it does not create an opportunity for our pupils to learn how to change. Consequences are derived through logic and naturally follow an action. We have two types of consequences-protective and educational. Both of these create a number of strategies within them to teach positive behaviours in pupils, whilst keeping the learning environment safe.

Pupils should be expected to learn how to behave in a range of different environments through quality learning opportunities. They should experience feelings that their behaviour causes and understand why and how their behaviour affects them and others. Every opportunity should be taken to remind pupils of what effect they have on the world.

Children and young people with exceptional needs

Some of our pupils may need additional support to learn to manage their behaviour.

We do this by:

- Working in line with this policy
- Putting in additional resources/strategies, tailored to the pupils specific needs
- Multi-agency review and joint working
- Observations
- Medical investigations to ensure that the pupils is not in pain or unwell
- Making routines/strategies more detailed and bespoke
- Drawing up a risk assessment and Individual behaviour plan
- Open door policy, giving pupils time

Some pupils need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a pupil's learning day, we always plan with parents/carers, multi-agency team and the Local Authority.

Some pupils have behaviours which warrant an Individual Behaviour Plan (IBP appendix C.) Parents and/or carers are consulted within the process of writing an IBP and are made fully aware of the strategies that are in use at school as a result of the IBP.

Discriminatory language/incidents

- Incidents which include elements of racism, homophobia, sexism or those which are 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 the Senior Leadership team.
- They MUST be recorded appropriately, including all follow-up action
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other.

Exclusions

Fixed Term exclusions

We do not believe that exclusions are the most effective way to support pupils and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed period of time, these circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of significant deliberate damage to property
- Discriminatory abuse when the pupils is aware of the consequence of actions
- Repetitive situations which cause other pupils to feel emotionally or physical unsafe

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the pupil.

Permanent exclusions

In the event that Granta is not able to meet the needs of an individual pupil, we will always aim to work with the pupil's family and the Local Authority to identify a suitable alternative placement post exclusion.

Post incident management

Staff record incidents on CPOMS, using the guide in Appendix 1. This enables the behaviour lead and leadership team to monitor and analysis incidents more effectively.

If there has been incident where a pupil has displayed dangerous behaviour where physical intervention has been required, all involved, should separately be given the opportunity to reflect on and discuss in detail what has happened and what effect this has had on them and seek medical attention if required.

Support for other pupils and staff witnessing the incident should also be considered.

For further information see the school's Physical Intervention Policy

Monitoring and Evaluation

This policy will be reviewed by the SMT/Governors every two years.

Appendices

- A CPOMS logging guide
- B Risk Reduction Plan

Appendix A



CPOMS Guide for staff Reporting/Logging behaviour incidents

Please find below a guide of support when logging behaviours and what type of behaviours should be logged on CPOMS. Please come and see me if you need any support

Level (4) behaviours should be logged on CPOMS

Level 4 behaviour is the most serious resulting in a student or staff member needing urgent medical attention. This behaviour could also necessitate a referral to the Health and safety team. Head teacher and Deputy Head to be made aware of incident reported in this level A.S.A.P

Some examples of level 4 behaviour: Physical Aggression resulting in someone getting seriously hurt and needing Medical attention, Self-harm resulting in need for urgent medical attention, Behaviour that leads to any student or staff member needing first aid.

Level (3) behaviours should be logged on CPOMS

Level (3) behaviour could potentially result in a minor physical injury such as a bump or graze to a student or member of staff but not constitute urgent medical attention. This behaviour could potentially lead to a level (4) behaviour. Behaviour lead will work with class team to identify appropriate interventions and support.

Some examples of level (3) behaviours: behaviour that leads to interventions such as Team Teach, Bullying: persistent, physical, verbal, emotional, Discrimination: Verbal, emotional, physical, throwing large objects such as tables, chairs, and cupboards, breaking furniture, smearing of faeces or bodily fluids.

Level (2) behaviours should be logged on CPOMS

Level (2) behaviour could potentially result in a minor physical injury such as a bump or graze to a student or member of staff but not constitute urgent medical attention. Behaviour lead will work with class team to identify appropriate interventions and support.

Some examples of level (2) behaviours: behaviour that results in a student needing significant time out of class (most of the day) due to not re-engaging, sexualised behaviour e.g. touching another person's body inappropriately, students running away/hiding within School, a behaviour that leads to intervention such as de-escalation guides or significant time out of class, being aggressive, shouting or screaming to a level where it is not possible to settle the student and causes distress to others, intimidating behaviour towards students or staff such as threats.

Level (1) behaviours do not need to be logged on CPOMS

Level (1) behaviour is a behaviour that causes minimal distress and can be quickly resolved without medical assistance or interventions and can be managed by class teacher or class team through distraction or classroom management.

Some examples of level (1) behaviours: : behaviour that results in a student needing time out of class to re-engage, low level disruption, Repetitive speech, stinging, interrupting, ignoring or refusing to take part, generalized swearing, not directed at someone, Moving around the classroom when asked not to, tearing paper or books.

Behaviour at this level will not be logged students are happy, settled and engaging with learning and classroom routines.

Where a child has repetitive incidents behaviour lead will work with class teams who will create a weekly behaviour log to be recorded onto CPOMS weekly for example...student x slaps staff several times a day every day.

Appendix B



Granta School Risk Reduction Plan

| | | | |
|---|--|---|--|
| Pupil Name: | | Class: | |
| Photo | | Description of pupil when calm and engaged in learning opportunities | |
| Risk reduction measures and differentiated measures (to respond to triggers) | | | |
| Pro social / positive behaviour | | Strategies to respond | |
| Anxiety / DIFFICULT behaviours | | Strategies to respond | |
| Crisis / DANGEROUS behaviours | | Strategies to respond | |
| Post incident recovery and debrief measures | | | |

| | Signature & Date |
|------------------------------|-----------------------------|
| Pupil | |
| Class Teacher | |
| Parent/Carer | |
| Behaviour Lead/DHT/HT | |

Date of review