



Positive Behaviour Policy

Currently under review

Penn Hall School Positive Behaviour Policy

Positive Behaviour is a necessary part of the provisions we make in Penn Hall to create and maintain an orderly working environment in which all members of the school community feel safe and secure.

Aims of our Positive Behaviour Policy

- To promote a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to understand and accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To provide guidance for staff, parents, governors and other stakeholders on how we keep children and young people safe and ensure we have a sense of direction and a feeling of common purpose.
- To provide a framework for our collective beliefs around human behaviour as it relates to children and young people
- To provide an inclusive model for our understanding of behavioural needs
- To underpin our beliefs with evidence based practice and current research

Teaching Positive Behaviour

At Penn Hall School we believe that:

- Children and young people want to behave well
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- With the right support and intervention, children and young people can learn to improve their behaviour and manage well
- 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 children have learning difficulties which impact on how they learn to behave
- All adults can learn strategies to support young people to improve their behaviour

We adults can support the children and young people in our school by:

- The quality of our relationships with each other and them
- The quality of our provision
- 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

The 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

At Penn Hall we believe that positive behaviour in children stems from learning the core skills and abilities. These core skills and abilities are:-

- Independence and organisation
- Positive self-image and self esteem
- Motivation
- Reflection and self-control
- Attention
- Perseverance
- Fairness
- Co-operation with adults
- Collaboration with other children
- Sociability
- Empathy
- Honesty
- Respect for others

We believe that all staff at school has a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:- Staff modelling the skills and abilities directly

- Setting appropriate boundaries for children's behaviour
- Showing empathy and understanding of children
- Listening to children
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to children
- Recognising positive behaviour to encourage the learning of appropriate behaviour
- Supporting an understanding of the consequences of inappropriate behaviour to discourage the learning of inappropriate behaviour
- Teaching the skills and abilities through weekly assemblies
- Teaching PSHE and Thinking Skills.

Rules and Routines.

The school's Positive Behaviour Policy should be reviewed annually. Whole school rules are negotiated and agreed by the school community. Each class should work together to establish ground rules, which allow the classroom to operate effectively within a safe, happy and busy learning environment. Playground rules should be established in the same way so that the playground is a safe, happy and fair place to be.

Staff Responsibilities

- To treat all children fairly and with respect
- To help all children to develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To develop a clear and consistent understanding that all actions have consequences
- To be a good role model
- To form positive relationships with parents and children
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpins the school's positive behaviour policy.

Parents' Responsibilities

- To make children aware of appropriate behaviour
- To encourage independence and self-discipline and emotional self regulation
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school rules.

Children's Responsibilities

- To do their best,
- To contribute to their own learning,
- To treat other people with respect,
- To treat their belongings and the environment with care and respect,
- To show consideration for others,

Behaviour and Communication

- To consider the effects of their actions on others. Supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately.
- Children with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.
- Children and young people can learn to improve their behaviour. Children and

young people at Penn Hall can 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 children and young people; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.
- Most of our children and young people learn in small, incremental steps over a very long period of time.
- Mistakes are part of the learning process. We don't make a judgement about it – instead we support our children and young people to get it right.
- All adults can learn strategies to support children and young people to improve their behaviour. Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning.
- At Penn Hall we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children, and to think about ways of responding 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 very 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.
- 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 improves performance and professional competence.

Positive Consequences (Rewards)

At Penn Hall we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards:-

- Non-verbal rewards such as a thumbs up sign or a smile,
- Praise,
- Showing work to another teacher and to the Head Teacher,
- Stickers and star charts,
- Certificates,
- Pupil of the week,
- Letter home to parents,
- Displaying work,
- Well done assemblies,

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

Negative Consequences (Sanctions)

In order to discourage children from behaving inappropriately we believe it is important to teach them positive behaviours. If a child behaves in a way that is harmful to themselves or others staff will offer support and guidance. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions. To support children to understand their behavior is inappropriate staff may use the following:-

- Frown
- Verbal warning
- Withdrawing attention
- Repeat activity
- Complete activity
- Time out of class
- Time out in another class

Involving Parents

We encourage parents to take an active part in the life of the school. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach all children positive behaviour.

Information about ways in which parents can help their children is provided in the school newsletters and through parental consultations.

Procedures in place when there is concern about a child's behaviour

When children behave in a way that could cause harm to themselves or others the staff will support in a variety of ways. In the majority of cases this will support the child's learning and help the child to make positive changes. When this doesn't have the desired effect, further steps will be required. This will include:-

- Involving other education staff
- Involving the wider staff team
- Consultation with Key stage Co-ordinators
- Consulting with Senior Staff
- Consulting with parents
- Consulting other agencies

In-service Training Needs

In keeping with the school's development plan, in-service training needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure that staff are made aware of all relevant and available in-service training

Evaluation

The effectiveness of the policy will be measured by:-

- A safe and happy environment
- The high level of engagement of all children in their learning at school
- A reduction in incidences of inappropriate behaviour.
- Fewer incidents of disruption in class.

The policy will be reviewed annually following evaluation by staff. The views of children and parents will also be sought through a parental questionnaire

Physical Intervention (restraint)

Restraint is a rare incident at Penn Hall School and is only used when all other avenues of behaviour support are failing to keep a child safe from harm to themselves and others.

Staff shall always endeavor to understand why a behaviour occurs and attempt to prevent it, rather than manage the behavior when it happens.

The type of restraint will be tailored to the special needs of the pupil. This bespoke action by staff will be reported to the Head Teacher who will, in some circumstances, report to the parents. Staff receive training in physical intervention and the aim will always be that this is a last resort, with a commitment to keeping children, staff and visitors to school safe.

Bullying

- Bullying and racist behavior is not tolerated in any circumstances. Any such behavior is to be reported to a senior member of staff and an incident form is to be completed.
- Persistent negative behaviour is initially dealt by a behavior support programme devised for the individual concerned in partnerships with students and families and advice from other professionals as appropriate. Parents are also informed.

Exclusion

To this point it has never been necessary to exclude a pupil from Penn Hall School and it is not anticipated that this course of action will arise in the future. However, it is worth noting some general principles that may apply should an incident of a very serious nature occur.

- In the event of a serious incident the primary concern is to control/manage the situation and ensure the safety of all involved.
- Once the incident has been managed and order restored a full written report should be completed giving precise details and context. This should be presented alongside a verbal report to the Head Teacher. The nature of the pupil's Special Educational Needs would be taken into consideration.
- Every effort would be made to modify the pupils behaviour following the guidelines included in the Positive Behaviour Policy of Penn Hall School. This may involve discussions with parents to ensure that we were working in partnership to prevent any further such incidents.
- Should the behaviour be of an extremely serious nature the Head Teacher would inform the Chair of Governors before proceeding with any sanction

that involved exclusion. This would only be considered in the situation if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

- In this unlikely scenario the procedures outlined by Wolverhampton Local Authority would be followed.

Residential Behaviour Appendix

All pupils have the opportunity to take part in our bespoke residential independent living skills programme. The school's guidelines regarding behaviour are followed in residence. As this is a voluntary activity, if any incident is deemed serious then the Head Teacher/Deputy Head Teacher is immediately informed and the ultimate sanction of being sent home may be used. Any incidents or actions taken will be reported in the residential documentation in line with national minimum standards.