



CLIFFORD HOLROYDE SPECIALIST SEN COLLEGE

Positive Behaviour for Learning Policy

Introduction

Our behaviour policy sets out measures in place to support the regulation of pupils' and conduct which aim to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils engage in learning in order to reach their potential

This policy is written with reference to legislation that is directly related to behaviour and discipline using the guidance afforded in the DfEE circular 9/94

Guidance DFE use of reasonable force 2013, searching screening advice 2014.

“The education of children with emotional and behaviour difficulties”. The Circular states: “School policies on behaviour, understood and acted upon by all members of staff are needed for effective management in the classroom” “behaviour management policies should not just be about containing pupils: they should be positive and enable the development of the child along with the desired improvements in behaviour”.

Clifford Holroyde is a supportive, caring environment, characterised by respect for the individual, dignity for all those who are educated and work within the school, and responsibilities and choices that make a difference. There are opportunities for the children in our care to help them learn, develop and mature in order to maximise their potential.

The points system, and the resulting rewards and sanctions, are an integral part of the school's and pupils' success. This policy is written to help teachers, support assistants and pupils, improve and maintain good behaviour throughout the school community, so that the system has a positive and lasting effect on pupil behaviour. This policy has been developed and subsequently revised with the support and input of all staff within the school. Staff see this policy as a positive, planned set of strategies to manage and be effective in creating a safe and caring learning environment, where pupil success is celebrated and encouraged. This policy is based on a consistent and positive approach to behaviour management, but also recognises the professionalism of each member of staff and is or her unique insight into the individual needs of each child in his or her care.

The school's behaviour management policy is based on the reinforcement of good behaviour, rewarding and recognising children's individual achievement in relation to their IEP which incorporates their Thrive assessment. It will help staff to deal with behaviour both consistently and fairly, as well as enhancing the standards of good behaviour within the school. It will also allow



children to become more aware of the success they can achieve through their positive behaviour in relation to their academic achievement. Staff through the THRIVE approach will endeavour to de-escalate dysregulated behaviours by using this consistent approach. It is central to this behaviour policy that all children have the opportunity to discuss and learn the school rules, there subsequent rewards and consequences. Equally it is important that pupils gain a good understanding as to which behaviours have prevented them from achieving maximum points in every lesson. This should take place in the plenary of each lesson, allowing the children to self-evaluate their behaviour and staff to help refocus pupils on positive behaviour.

Pupils involved in a major incident, will be given the opportunity at an appropriate time to discuss possible strategies in order to avoid a reoccurrence of such incidents. Further opportunities to discuss and reinforce positive behaviour are available through PSHE lessons, assemblies, circle time as well as an “open door” policy to the senior management team (SMT). The SMT discuss behaviour during whole school assemblies and on an individual basis as deemed necessary. Through this it is hoped that children will learn what is acceptable, thus allowing them to make positive choices regarding their behaviour.

The Points System

The points system aims to promote and reward positive behaviour both socially and academically and is intrinsic to the school’s behaviour management programme in equipping our pupils with skills for life.

During the school day the points system aims to promote positive pupil attitudes and responsible pupil behaviour through:

- Raising self-esteem.
- Recognising and rewarding positive behaviour.
- Reinforcing and maintaining positive behaviour.
- Re-kindling enthusiasm for learning.
- Modifying pupil behaviour and attitudes.

Points will be allocated as according to adherence to these five school rules:

The School Rules

1. Respect others right to learn.
2. Respect others personal space (physical/verbal)
3. Accept help and advice (behaviour/academic)
4. Remain in class/seat. (be in the right place)
5. Speak appropriately to adults and peers.

Points will also be awarded for the completion of appropriate work set by the class teacher.

How points will be awarded:

- 3 Points for the ACHIEVE rules including help and advice, being respectful and speaking in an appropriate manner.
- 3 Points for not giving up
- 3 Points for meeting the learning objectives



Time during the plenary session of each lesson, should be used to administer the points and positively reinforce good behaviour. The children should be actively involved in how points are awarded in order to promote ownership of both the points system and of their own behaviour.

A maximum of 65 points can be awarded for the school day, broken up as follows: 10 points for each of the five lessons.

- 5 points for breaktime
- 5 points for lunchtime (including dining hall)
- 5 points for options and taxis

Rewards

Rewards for positive behaviour has been organised in the following way:

Daily - Invitation to join daily option (i.e. choice time at the end of the day)

Weekly – invitation to join ‘Golden Time’ on a Friday Weekly – invitation to join weekly reward trip

Termly – Invitation to join end of term rewards trip

Yearly – invitation to residential rewards trip

Additional Rewards – pupils can achieve a Golden Brick, which they can use to buy back previous red, amber days and get on trips.

Praise Assemblies

The Friday assembly is dedicated to reviewing the previous week’s behaviour and attendance. In each assembly there is a focus weekly on fundamental British values. Rewards are given out and staff discuss the individual pupils who have impressed them with either behaviour or work output / effort.

Text Messaging

The school uses a ‘Teacher to Parent’ text messaging system. If a pupil is displaying a positive attitude, then a positive text message will be sent home informing parents / carers at the end of the day. If a pupil has not displayed the expected behaviour, then a member of staff will call home at the end of the day and feedback any issues or concerns that parents / carers need to be informed of.

Student Support

The school has a designated room to which pupils are referred if their behaviour is unacceptable. The room is staffed by a very experienced teaching assistant who supports pupils and ensures that any work lost through behaviour is undertaken and completed. Pupils may also be referred for personal problems and again the member of staff offers support and guidance. The school also operates an internal isolation system for those pupils who have been involved in serious behavioural incidents which require a higher level of response than a period in the referral room. Such pupils will spend a specific period of time during which they will work in isolation. All internal isolation referrals must be approved by a senior member of staff.



Within the Thrive approach we greet pupils with the VRF's Vital Relation Functions with children's differing and sometimes challenging behaviour. Through consistent approaches and therapeutic interventions based on:

Attachment Theory

These theories focus on the deep and emotional bond that connects one individual to another across time and space. The Thrive Approach uses this to show the importance of a trusting relationship between an adult and young person, and how as the young person develops the relationship can be adapted to support optimal social and emotional development.

Child Development Theory

These theories explain how children change and grow during childhood and adolescence. The Thrive Approach uses these to focus on how to support healthy social, emotional and cognitive development as the young person grows. These theories also provide a lens through which to look at and interpret behaviour and enable us to determine how best to respond.

Neuroscience

Recent advances in neuroscience have informed our understanding of the brain and nervous system, and how these develop during childhood and adolescence. The Thrive Approach uses the latest insights to focus on the impact these changes can have on behaviour, the opportunities these developments offer to help young people engage with life and learning, and how it is never too late to help make a difference.

Play, creativity and the arts

The Thrive Approach uses interactive activities to help expand how children and young people express themselves. Through repetition this also helps to reinforce new learned behaviours.

As a result, children become more self-assured and ready to engage with life and learning.

In school we have 2 Thrive Practitioners and 2 Parental Thrive trainers. All practice is underpinned by Thrive-Online, an assessment tool and extensive action planning resource that charts progress and measures outcomes.

Choices and Consequences

At our school while we won't tolerate inappropriate behaviours, we will not demonise anyone at Clifford Holroyde we support and listen to all of the pupils involved in the following ways:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis



Within the Thrive approach we support pupils with how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning.

We promote to pupils that we:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Based on neuroscience and attachment research, the Thrive approach provides a targeted intervention. All practice is underpinned by Thrive-Online, an assessment tool and extensive action planning resource that charts progress and measures outcomes.

This approach supports the alleged perpetrator(s), so that they can change their behaviour. Pupils will be continually given the help and advice to manage situations in a positive and appropriate manner. This is given using the CIA system in school. On occasions pupils do not make positive choices and due to this the school has a number of consequences that are put in place to encourage more appropriate behaviour. All consequences at the school are based on the restorative principle of supporting pupils to learn from their actions and to choose more appropriate behaviour in the future. All rewards and consequences are used as consistently as possible to ensure that a fair and equal system is used throughout the school. Whereas our principle of consistency is essential, we primarily support all pupils based on the needs as stated in their education, Health and Care Plan or Statement, Thrive assessment and any specific individual needs they may have.

To support the choices system in the main school we follow school non-negotiables, these have been shared with all parents. This demonstrates our zero-tolerance approach better by making the following things clearer:

- What the unacceptable behaviour involves
- What we want the culture in our school to be
- How we will respond to this behaviour
- How we will support the victim(s) and alleged perpetrator(s)

See also our 'Searching, Screening and Confiscation Policy'

Physical restraint

In Clifford Holroyde the staff are all trained in Team Teach, Team Teach is updated to reflect the latest research on psychology of behaviour management and biomechanics. All Team Teach techniques have been medically risk assessed. At Clifford Holroyde we have 2 members of staff who are train the trainers in this technique. Health and safety involves anticipating foreseeable risks and taking reasonable practicable steps to reduce them. It is not possible to eliminate risk in a setting where staff work closely with children who can exhibit hazardous behaviour.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Harming themselves or others



- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on IRIS and reported to parents

Pupils will be automatically placed on after school reflection for presenting the following behaviour.

Pupils will not be given an opportunity to work off after school, when it is due to any of the following below.

- Sexualised comments
- Racist / Homophobic language
- Kicking through doors
- Wilful damage to property
- Climbing on the roof
- Physical assault /abuse of others
- Inciting / instigating a fight.

After school reflection sessions are: 2:30pm – 3:15pm with Form Tutor and LSA.

This supportive and protective aspect of a 'zero-tolerance' approach and our open-door policy of reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

At Clifford Holroyde we want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments. Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex. All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to a phone call home or a letter to parents. If the pupil refuses to apologise in the first instance

Our RSHE curriculum covers what healthy and respectful behaviour towards one another looks like. Our positive behaviour for learning policy is supported by each of the pupils in school having their own individual risk assessment, this will inform at which stage incidents are:



- Managed internally
- Referred to early help
- Referred to children's social care
- Reported to the police

Restorative Practice

Clifford Holroyde is a Restorative School. This means that the principle of Restorative Practice is central to the ethos of supporting pupils. The aim of the school is to help pupils take responsibility for their behaviour and to make informed and positive choices when facing situations and challenges. Restorative Practice runs throughout the curriculum and the pastoral system, restorative meetings will be organised by staff in school when pupils are able to access their 'Thinking Brain' based on our Thrive approach. All staff are trained to deal with any issues in a restorative manner to help pupils contribute positively to school life.

Unauthorised leaving of School Site/off site visit

Clifford Holroyde SEN College Safeguarding of pupils ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk. On occasion pupils may wilfully decide to leave the school site or leave a school trip without supervision and this would be unauthorised. To safeguard the pupil, school will notify parents/carers and it may also be appropriate to immediately contact Merseyside Police to report a missing person, at times and when appropriate staff may follow or coordinate a search for a pupil. Where a student returns to school it may be appropriate for the pupil to be sent home and a formal meeting arranged to support the student as well as manage and agree the consequences.

Signed:

Chairperson of the governing body Date:

Signed:

Headteacher Date:

Reviewed: Autumn 2021 Review Date: Autumn 2022