

Positive Behaviour Support Policy

This Policy and the Procedures applies to all staff, volunteers, sessional workers, agency staff and anyone working on behalf of Gretton School, students and parents/carers.

Introduction

Gretton School is a community in which students feel safe and secure and where they are helped and encouraged to behave respectfully to each other and to adults. Their good behaviour contributes to successful learning and helps to create a positive school ethos.

All members of the school community will be aware of our shared beliefs and values about behaviour which enhance the quality of all relationships at Gretton School. The school's aim is to ensure that positive behavior support is integral to the day to day operation of the school.

Promoting positive behaviour

All staff within the school will follow the same behaviour procedures and follow the 'Gretton Approach' to ensure consistency and continuity. However, it must be understood that Gretton students have a range of complex needs. Adults must exercise their professional judgement when dealing with behaviour issues to apply consistency whilst taking into account students' individual needs and abilities.

Preventative strategies

In general, students behave well when they are actively involved in lessons and activities that are relevant and interesting and matched well to their attainment and aptitude.

In summary, the following principles will help to ensure good behaviour in lessons and around the school:

- well- planned, relevant lessons and activities that are matched to students' needs
- staff explain the learning objectives and expectations of the lesson
- staff make connections with previous work
- all the necessary equipment and materials are ready and easily accessible
- there are well established routines for behaviour, which are fair across the school and boarding accommodation
- positive relationships with the students and a supportive climate in and out of the classroom
- teaching students on an individual or small group basis
- constant adult supervision in line with abilities and needs of students
- rewarding positive attitudes and behaviour

Positive Behaviour Support Policy

- encouraging respectful behaviour to others and the living/learning environment
- helping to improve students' self-esteem on an individual basis and in groups
- encouraging healthy nutritional habits e.g. eating breakfast, five fruit and vegetables daily and drinking water

We recognise that our students will need structured teaching and support to learn how to recognise, communicate and manage their feelings appropriately.

All students will be actively involved in developing their own strategies for self-regulation and management, helping them deal with a range of feelings, including disappointment, frustration and anger. Students will be encouraged to take themselves away from conflict, to a safe place to calm. The school has identified a room, the "Calm Zone" which is a space for talking about issues and reflection with a member of staff. This is where our Pastoral Manager is based, but can be accessed by any member of staff wishing to use the space in her absence.

Students will be encouraged in their sensory regulation and processing with advice and guidance from the Occupational Therapy Team at the school. All staff receive training in sensory regulation. Students receive Occupational Therapy as needed as well as having individualised sensory diets built into their behaviour plans as appropriate.

My Profile

All students have an Individual Behaviour Plan (IBP), giving information about their individual learning styles and strategies for managing their behaviour as well as identifying individual risks.

All students are introduced to the school and boarding accommodation rules when they start at the school. These are reinforced on a daily basis and by the Home-School Agreement which is signed by each student, parents and staff.

Parental involvement

The school has a strong commitment to communicating with parents/carers in order to keep them informed with regard to their child's progress and behaviour.

Daily / weekly communication is established with parents (either through a 'home/school' book or emails) so that day to day information may be shared. Parents agree behaviour plans and are aware of strategies used in positive behavior support. Weekly phone calls home are made by school staff. Further to this parents have the opportunity to meet with teachers termly to discuss IEP and IBP targets.

Behaviour rewards

The main principle with a rewards structure is to constantly reinforce positive behaviour patterns. An individualised merit system is used to underline positive commitment to work and relationships between students.

Individual behaviour targets will be set and rewarded accordingly, on a daily, weekly and termly basis.

Positive praise and meaningful motivators (such as getting work done to take advantage of free time in 'catch up') are also used throughout the school day to motivate students to meet and exceed particular behaviour targets. The timetable is specifically structured to allow students opportunities to catch up with work; if there have been difficulties within a particular lesson.

Staff seek to resolve issues that may become barriers to learning at any time, understanding the rigidity of the 'autistic' mind in being able to focus on work, if there is an underlying issue that has become a distracting focus. Thus the needs of the student with autism are addressed through recognising issues and encouraging appropriate communication therefore avoiding any secondary behaviours setting in.

Consequences

Consequences run alongside and in conjunction with the current positive behaviour system, these relate directly to the specific behaviour displayed e.g. if you make a mess you need to tidy it up. These provide a learning experience for students, as staff address the behaviour not the student, therefore encouraging positive behaviour and an ability to take responsibility.

Consequences are seen as fair and effective in the short and long term. Consequences are set appropriately according to the behaviour e.g. if you hurt someone, you will need to reflect on your actions and resolve appropriately with that person.

Appropriate consequences at Gretton:

- Reminder of expectations
- Completing unfinished work in 'catch up'
- Clearing up as appropriate (students will be encouraged to repair and resolve situations, unless it unsafe to do so; i.e. if a student has made a mess, they will be encouraged to clear it up)
- Reparation of damaged school items (including contributing with merits for any damage)

Sanctions

Sanctions may only be used when previously documented as permissible and agreed with parents and placing authorities, and then only as part of an authorised individual behaviour plan. Sanctions must be in the interest of the child whilst maintaining their dignity, i.e. not for the gratification of an angry member of staff, not for revenge and not to 'win'. Sanctions must not be oppressive, humiliate the child or lead to a sense of rejection.

Sanctions are applied as soon as possible after an incident of misbehaviour. In school, sanctions will take the form of loss of social time and within boarding will only be permissible forms of control and not intended to cause pain or anxiety.

Appropriate Permissible Sanctions used at Gretton

- Missing break time (school)
- Loss of paid activity (boarding)
- Loss of privileges appropriate to the child's age and their understanding
- Isolation (isolated from class or social group, students will be supervised by staff during isolation and complete reparation work)
- Parents called for a meeting
- Sanctions and reparation linked and appropriate to the offence
- Exclusion (last resort - refer to details below)

Sanction and Punishments not allowed include:

- Corporal Punishment
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of access to food and drink
- Enforced eating or drinking
- Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline
- Requirement to wear distinctive clothing or the wearing of nightclothes by day
- Use or withholding of medical or dental treatment
- Intentional deprivation of sleep
- Use of fines other than by way of reparation and not exceeding 2/3rds of the child's immediately available pocket money provision
- Locking in a room or area of building
- Intimate physical examination of child
- Withholding any aids or equipment needed by a child

Any sanction will be written up in the Sanction book which is a bound and numbered book which contains a list of permitted sanctions to facilitate inter-team communication and comply with the National Minimum Standards (Department of Education 2012). The sanction is to be recorded within 24 hours. The staff member

and child involved will sign the record and when child refuses this also needs to be documented.

Searching with consent

School staff can search students or belongings for any item with their consent, Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

Searching without consent

The law states the below can be searched for:

- Knives, weapons, alcohol, illegal drugs, tobacco, cigarette papers, fireworks, lighters, pornographic images
- Any article that staff reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or damage to property

Guidelines:

- Any member of staff authorised by the Head Teacher can conduct a search, if the same sex as the student and another staff member present (witness). The only exception to this is if you believe there is a serious risk of harm if not conducted immediately.
- You must have reasonable grounds for suspecting a student is in possession of a prohibited item.
- Staff can and may refuse to undertake a search.
- The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.

During the search:

- The person conducting the search may not require the student to remove any clothing other than outer clothing (this is any clothing not worn next to the skinner immediately over the garment that is being worn as underwear, outer clothing does include gloves, hats, scarves and shoes).
- Possessions mean any goods which the student has or appears to have control, including desks, lockers and bags. These can only be searched in the presence of the student and another member of staff except where there is a serious risk of harm.

- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.
- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

After the search:

- Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police. Staff have a defense to any complaint or other action brought against them.
- The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.
- Where a person conducting a search finds alcohol, tobacco, cigarette papers they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the student.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their

professional judgement to decide whether to return it to its owner, retain it or dispose of it.

- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- All searches must be logged within the sanction book and recorded and signed by the member of staff, the witness and the student if consent was given.
- School are not required to inform parents before a search takes place, however they should be informed if alcohol, illegal drugs or harmful substances are found.

Resolution and Reparation

Students learn from their misdemeanors through a process of reflection and resolution, this may include an appropriate and permissible sanction/consequence as detailed above, but there will always be a process of resolution and reparation from any incident. This will be contextually meaningful and proportionate to the misdemeanor. Students will be encouraged to take responsibility for their actions and learn better choices of how to behave and respond to situations. At Gretton we have an ethos of learning from incidents rather than 'punishing'. (See Gretton Approach) This does not mean we condone any inappropriate behaviour and any wrongdoing is addressed.

Exclusions

As a school Gretton does not use exclusions as a standard sanction. Exclusions are only given when behaviour is significantly outside of the parameters that staff are able to safely and effectively manage and / or when individual programs need significant variation involving other agencies. Staff implement individual strategies and behaviour plans to support students, but in the event of prolonged disruption, non-compliance to strategies and / or unmanageable aggressive behaviour senior management would also consider:

- Changing a student's timetable to offer a more personalised programme that takes into account motivational and practical activities with consideration to the amount and variety of interactions the student is able to manage
- Arranging an urgent annual review of a student's statement of SEN in recognition of Gretton no longer being able to meet the student's needs.

Permanent Exclusions

The school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which the Head may decide to permanently exclude a pupil for a single offence, especially if the child has shown themselves to be a threat to the health and safety of pupils and staff.

If your child has been permanently excluded, please be aware that:

- The school's governing body is required to review the Head's decision and you may make a representation by writing to the Chairman of Governors, at the school's address.
- The local authority must provide an alternative full-time education placement within 14 days from the day of a permanent exclusion.

The decision to exclude will be communicated to you in writing on the day of the decision. This may follow a period of investigation while a child has been subject to a fixed term exclusion.

Review of decision to exclude

The governing body will review cases of permanent exclusion if a representation is made against the decision of the Headteacher, this may include any fixed-term exclusions that would lead to a pupil being excluded for more than 15 days of a school term. The review panel will look at the evidence and the records leading up to the exclusion and decide whether the Headteacher has made a fair decision and if exclusion was the appropriate sanction.

Parents who want to appeal an exclusion will in the first instance appeal in writing to the Headteacher. If matters cannot be resolved, they can contact the governing body by writing to the Chairman of Governors. Depending upon the initial investigations, parents may be invited to a review meeting and are entitled to bring a friend with them. Parents will be asked to provide the governing body with any written statements or evidence that they might have relating to the exclusion prior to the review meeting so that these can be circulated amongst the review panel. There will be an opportunity during the review meeting for parents to ask questions of the other parties.

Notification of the review decision

Parents will be notified of the outcome of the review meeting in writing within seven days. The pupil will either be reinstated or will remain permanently excluded.

Staff Procedures

Staff should deal with incidents in the following ways:

- calmly address the child presenting difficulties and attempt to establish what the issue is
- attempt to defuse and de-escalate the situation without criticism, judgement or sanction
- should the behaviour present a problem, continue to remind the student of their options (calm down, return to task, timeout to a designated space for a designated time, discuss the issue calmly etc.)
- record in the sanction log book and report to the Behaviour Support Team within 24 hours

All staff at Gretton are trained in 'Challenging Behaviour and Physical Interventions'.

The use of physical intervention is always the last resort. Please refer to the Physical Intervention Policy.

Malicious accusations against school staff (See the School's Policy on Allegations against staff)

Action in the case of false or malicious allegations:

Where an allegation is proved to be false, the senior leadership team may refer to social services to determine whether the child is in need of support or has been abused by someone else.

The Head Teacher, in consultation with senior staff and / or the Principal or Operations Director will decide the appropriate action and consequences for any student making a false allegation against a member of staff. This will take account of:

- The students level of understanding regarding the incident
- The students level of understanding regarding the seriousness of the incident

Considerable 'teaching' around this may be necessary to help the student reflect and realise the implications of their actions.

Where the student is fully aware of their actions and unresponsive to resolution or able to take responsibility for their actions, including accepting appropriate consequences, a meeting would be called with the student, their parents and the Headteacher to discuss further consequences and a way forward.