

# Positive Behaviour Support Policy

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

*This behaviour policy is to be used across the whole school, however, this will be adjusted as necessary across Primary and Secondary to make responses to behaviour proportionate and age-appropriate.*

## **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 behaviour 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 Ethos' 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.

Overall, we wish to have a pleasant working atmosphere, in which we all treat each other with understanding, tolerance, care and respect.

In order to create this learning environment, we will:

- Demonstrate good behaviour and discipline
- Promote excellent learning and teaching and high standards of attainment
- Ensure all responses to positive and negative behaviour are fair, consistent and proportionate
- Promote positive, respectful relationships
- Ensure early intervention where needed
- Provide a safe environment for learners and staff

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We will use a rewards and sanctions system which allows for the rewarding of good behaviour, as well as appropriate and consistent responses to negative behaviours. The school will use a form-based rewards system, which encourages strong team and community cohesion.

## ***Learning to Behave***

It is the responsibility of staff at all levels to help, support and encourage students' understanding of socially acceptable and appropriate behaviour.

As part of this, staff will:

- Model the attendance, punctuality, dress code and behaviour expected from students
- Treat all students, staff and visitors with respect, speaking politely to one another
- Build student confidence, resilience and self-esteem through positive reinforcement
- Recognise students' achievements and efforts made and celebrate successes
- Keep parents informed of positive achievements, particularly towards Individual Education Plan (IEP) and Individual Behaviour Plan (IBP) targets
- Challenge unacceptable behaviour consistently and supportively
- Work in partnership with parents to support the improvement of behaviour
- Be consistent in line with procedures and policy

## ***Parent Partnership***

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 behaviour 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.

It is essential that parents and school work in partnership and, to this end, all parents with children at Gretton School will be asked to sign a parental mandate which outlines the basis for this partnership and the expectations, held within this, of both parents and school staff. Gretton school staff recognise the complexity of need of many, if not all,



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the learners at the school and require parents to fully support the school's expectations and accept the Behaviour Management Policy.

## ***Behaviour for Learning***

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 and abilities
- clear explanation of the learning objectives and expectations of the lesson
- clear connections with previous work learned (cognitive 'bridges')
- accessibility of all the necessary equipment, resources and materials for lessons
- well-established routines for behaviour, consistent across the school and boarding accommodation
- Individual Behaviour Plans with specific targets for each learner
- positive relationships with the students and a supportive approach to managing behaviour
- recognition of any additional intervention or therapy needs
- adult supervision in line with abilities and needs of students
- recognition of positive attitudes and behaviour
- encouragement of respectful behaviour to others, to resources and the living/learning environment
- encouragement of healthy nutritional habits

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 within school. Learners' timetables will include tutorials on a range of social issues as well as sessions on independence

skills and social skills.

Where further behaviour management support is required, learners may need to access

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the following:

- Occupational Therapy, where there may be sensory regulation and processing issues
- Behaviour Support plans, managed by the Behaviour and Welfare Team, where specific behaviour or concerns are addressed
- Withdrawal from class peers to work with the Behaviour and Welfare Coordinator
- Risk assessments, identifying particular areas of concern and the school's response to these to ensure the safety of learners
- Referrals to CAMHS, Early Help Hub, Centre 33 or other professional services where there are needs that go beyond the scope of the school's offer

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.

## **Behaviour rewards**

The main principle of a rewards structure is to reinforce positive behaviour patterns. We wish to reward both individual and form achievements and have devised a new system which allows learners to continue to earn points (with equivalency to the 'merits' system) for the purposes of expenditure at the school's merit shop or book fair, etc, but also allows the school to identify and reward strong teamwork, peer support and outstanding achievements.

The new rewards system will be translated as 5 points to one previous merit and can be awarded as follows:

<b>Reward</b>	<b>Points</b>	<b>Examples of Behaviour</b>	<b>Additional Information</b>
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Level			
Token	1	Wearing correct uniform Attendance at lessons Completion of work set	Accumulation of points for self and form group
Credit	4	Attendance and engagement in lesson Good effort Being kind to others	Accumulation of points for self and form group (links with engagement data for reports)
Outstanding	10	Excellent piece of work Control of own emotions (despite provocation)	Postcard of achievement Accumulation of points for self and form group
Head Teacher's Award	20	Highest point achiever in one half-term Outstanding act of kindness Particular piece of work Nomination by Form Tutor for outstanding behaviour	Mention in Newsletter Certificate of Achievement Continued accumulation of points

Learners continue to earn points to a maximum per week, as follows:

## **Previous system**

Maximum of 1 merit per lesson, 6 lessons per day, 5 days per week = 30 merits = equivalent of £3.00 per week

## **New system**

Points accumulate and translate to a maximum *monetary* value equivalent to £3.00 per week, ie 5 points per lesson, 6 lessons per day, 5 days per week = 150 points = equivalent to £3.00 (50 points = £1.00).

Any points earned above this maximum will translate to raffle tickets to be drawn at point(s) in the school year (dependant on Key Stages), with a variety of prizes to be



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won. The more points earned per individual, the more chances of winning.

Points totals for individuals are added to those earned by their form peers and averaged (for forms with fewer than 7 students) with form groups able to earn form prizes, rewards and trips, depending on their wishes. This allows focus to be taken off individuals who feel a sense of pressure through reward but are still able to contribute to the form achievements.

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.

## ***Restorative Approach***

Gretton school recognises that it is of great importance to instill internal motivation for learners, as well as using external motivators to promote good behaviour. Learners will therefore be encouraged to participate in restorative practices to determine their own levels of responsibility where things might have gone wrong and will use social skills sessions and individual discussions to resolve issues that may have become barriers to learning. This is in understanding of the sometimes rigidity of the 'autistic mind' in being unable to focus on work if there is an unresolved issue which has become a distraction. Whilst there will be consequences for behaviour (detailed below), Gretton staff will always encourage learners to reflect on incidents that have occurred and seek resolution; this is in line with the Gretton ethos which encourages students to learn from mistakes rather than disregarding issues or simply issuing consequences.

We cannot condone any inappropriate behaviour, however, and any wrongdoing will be addressed as follows.

## ***Behaviour Consequences***

Consequences run alongside and in conjunction with the current positive behaviour

system, these relate directly to the specific behaviour displayed and encourage a restorative approach that works on the basis of "if behaviour harms, then accepting responsibility restores".

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The idea behind an ongoing points system at Gretton is that positive behaviour will be reinforced, but also that negative behaviour results in consequences that can impact on self and peers.

The new consequence system will work, therefore, on a similar points system, as follows:

<b>Consequence Level</b>	<b>Points</b>	<b>Examples of Behaviour</b>	<b>Additional Information</b>
1st reminder	-1	Swearing at or verbal aggression towards someone Being disrespectful <ul style="list-style-type: none"> <li>- To staff</li> <li>- To other students</li> <li>- To equipment</li> </ul>	1:1 informal discussion with class staff (conversation logged)
2nd reminder	-3	Continued behaviours above Non attendance in class Unwillingness to follow staff requests Unwillingness to take responsibility for own behaviours	Formal discussion with Form Tutor (conversation logged)
3rd reminder	-5	Repeated behaviour Repeated lack of engagement, non-attendance Repeated disrespect to staff and other students	Engagement of Behaviour and Welfare Team  Individualised Behaviour Support Plan in place with specific behaviours detailed  Short detentions in Restorative Space (break- and lunch-times)

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			Possible meeting with parents/letter home
On-site detention	-10	<p>Continued repetition of</p> <ul style="list-style-type: none"> <li>- Negative/disruptive behaviours</li> </ul> <p>One-off serious incident</p> <ul style="list-style-type: none"> <li>- Hurting a member of staff or another learner</li> <li>- Breakage of school or other learners' equipment</li> </ul>	<p>Restorative Conversation</p> <p>Review of Behaviour Support Plan</p> <p>1 day in Restorative Space (isolated from peers)</p> <p>Report to Behaviour &amp; Welfare Coordinator daily for 1 week (reviewed at the end of the week for continuation)</p>
Fixed-term exclusion		<p>It may be necessary - following a serious incident or continued disruptive/destructive behaviour despite ongoing support - to exclude from school on a fixed-term basis, but where possible, the school would aim to use the Restorative Space to administer an on-site exclusion. See below for further detail.</p>	
Placement Review		<p>Where a learner's continued behaviour, despite support, is having an ongoing detrimental effect on the safety and/or learning of others, Gretton School would request an Emergency Annual Review in order to review the suitability of placement.</p> <p>This is done only in extreme cases where - despite significant adjustments to school provision, ongoing Behaviour support and differentiation - a learner is failing to thrive and is having a negative impact on the learning and development of others.</p>	
Permanent Exclusion		<p>Gretton School would aim to avoid a permanent exclusion wherever possible, but in extreme circumstances - ie where a learner's behaviour poses an</p>	



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		immediate risk/threat to other learners and/or staff, such as a measure may be necessary; this would be a very last resort where other avenues have been explored thoroughly. See below for further detail.
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Additional reasonable consequences may also include:

- Completing unfinished work in 'catch up' sessions
- Clearing up as appropriate where a learner has made a mess
- Reparation of damaged items, where appropriate
- Missing break time (school)
- Loss of paid activity (boarding)
- Loss of privileges appropriate to the child's age and their understanding

Any formal 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.

## **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 will implement individual strategies and behaviour plans to support students, including individualised adjustments to timetables; in the event, however, of prolonged disruption, lack of response to a range of strategies, unmanageable aggressive behaviour and/or a one-off serious incident, the senior leadership team may consider that exclusion is the only option.

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 Teacher 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/or staff.

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



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- The school's proprietary body is required to review the Head Teacher's decision and you may make a representation by writing to the Operations Director 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.

The proprietary body will review cases of permanent exclusion if a representation is made against the decision of the Head Teacher; 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 Head Teacher 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 Head Teacher. If matters cannot be resolved, they can contact the proprietary body by writing to the Operations Director. 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 proprietary 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.

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.

## ***Use of Reasonable Force***

Any school staff member with the appropriate training is required to use reasonable force to prevent students from hurting themselves and others or where disruptive behaviours have become prohibitive, as a last resort. This is outlined in greater detail in the school's Physical Intervention Policy.

Prior to the implementation of any physical intervention, staff will:

- calmly address the child presenting difficulties and attempt to establish what the

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issue is

- attempt to defuse and de-escalate the situation without criticism, judgement or sanction
- utilise a range of de-escalation strategies to support a child to make good choices
- 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.)

## **Bullying**

Gretton school believes that all students at the school are entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all the adults in the school to ensure that this takes place.

Bullying can include:

- Verbal
  - Name-calling, spreading of rumours, spitefulness, persistent teasing
- Emotional
  - Being unfriendly, exclusion of others, tormenting, humiliating, unwillingness to resolve issues
- Physical
  - Pushing, kicking, hitting, punching or any use of violence to harm, deprivation of access to food and drink, enforced feeding, withholding medical or dental treatment (boarding), intentional deprivation of sleep (boarding), locking in a room or area of the building
- Racist
  - Racial taunts, graffiti, gestures or racially-motivated attacks
- Sexual
  - Unwanted physical contact, sexually abusive comments or behaviours
- Homophobic
  - Homophobic taunts, graffiti, gestures or homophobia-motivated attacks
- Cyber
  - Inappropriate or unkind communication across all areas of the internet, such as email, YouTube, Internet chat rooms; mobile phone threats by text messaging and calls; misuse of associated technology, ie camera and video facilities; Social media, including Instagram, Facebook, Snapchat and others.

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## ***Equalities***

The policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in response to students and staff with any protected characteristics. This involves the promotion of respectful, tolerant and positive behaviours in relation to race, gender, transgender, SEN/D, sexuality and religion or belief, maternity/paternity, marriage/civil partnership and age.

## ***Searching Students***

### **With consent**

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

### **Without consent**

The law states that, if a member of staff has reasonable grounds to suspect a student is in possession of a banned item, a student can be instructed to undergo a search without consent and that parental permission or pre-notification is not required. Staff may also examine data files held on personal devices during a search (such as text messages). Banned items include:

- 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.

Any prohibited item listed above found in a learner's possession will be confiscated and disposed of in accordance with the law.

Please refer to Gretton School's Searching Students Policy for further guidance.

## ***Malicious accusations against school staff***

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

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false allegation against a member of staff. This will take account of:

- The student's level of understanding regarding the incident
- The student's level of understanding regarding the seriousness of the incident

Considerable teaching and learning around this issue 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 Head Teacher to discuss further consequences and a way forward.

Where an allegation is proved to be unsubstantiated, but concerns exist around the language used by a child, the senior leadership team may feel it necessary to refer to other professionals to seek advice.

See the School's Policy on Allegations against staff for further details on this issue.