



Alexandra School *Learning Together*



Our Policy on Developing Positive Behaviour

This Policy co-exists with other school policies and is intended to support our statement of school aims. In this document the term “parents” is used to describe adults in a primary caring relationship with the child.

The policy also aims to create a curriculum and environment that is responsive to children’s needs and creates a feeling of pride in themselves, their potential to achieve and their school. The policy places a greater emphasis on positive rather than negative expectations.

At Alexandra, we aim to produce an effective teaching and learning environment where positive behaviour is promoted and rewarded. As adults we will provide a model of positive, friendly and respectful behaviour towards each other and towards children. We recognise that children can learn how to behave towards each other from deliberate modelling of behaviour by adults in the school. Staff not only model how to resolve conflicts, they model important concepts such as trust, respect and valuing individual diversity.

We recognise that achievement, good behaviour and a positive attitude to school are closely related. We will value children’s work by carefully assessing it and by displaying work around the school.

Parental support is valued by the staff and the children. We communicate with parents in person, by phone or by email to discuss positive behaviour. We will also contact parents about children's behaviour which is preventing themselves or others from learning effectively and which is causing concern to us or to other children.

If there are emerging areas of concern, we believe that early intervention is important in order to prevent a problem becoming larger. This can then allow us to work with parents in supporting their daughter or son's particular needs at that time. Our commitment to a partnership with parents requires staff and parents to work together in an atmosphere of honesty and openness.

All staff at Alexandra have a professional and personal commitment to working with children who have special educational needs. We accept that the learning environment plays an important part in creating or helping a child to begin to overcome a learning difficulty. We view a child's behaviour in a similar fashion - the school ethos and approach supports children who have needs relating to their behaviour. Our high expectations apply throughout the whole school day - this means that our expectation of good behaviour includes playtime, lunchtime and time on the bus, as well as all class activities.

Whilst we believe that the promotion of positive behaviour underpins our school’s caring and supportive environment, it is also necessary to set out how we will deal with minor and major indiscipline. Both staff and children need to know that there is a clearly understood framework which establishes a procedure for managing discipline in school.



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The whole school lives under the same umbrella of agreed and commonly held values. These are:

- Never tire of doing good
- Take a duty of care towards others
- Have respect for other people regardless of their age or status
- Take personal responsibility for your own actions
- Believe in the power and possibility of change

In order to grow these values within our school, we provide clear rules, expectations and boundaries, which we expect all children to adhere to. We call them Golden Rules. These rules and boundaries support the rights of children to be able to learn in an environment where individuals can expect to be treated with respect and dignity.

Anybody, child or adult, in the school can invoke the rules. Everybody, child or adult, knows they must abide by these rules. There are only six rules, the same six for everyone. They are clear and unequivocal:

- Do be gentle**
- Do be kind and helpful**
- Do listen**
- Do work hard**
- Do look after property**
- Do be honest**

Rewards and Sanctions

Our rewards and sanctions are based on these Golden rules, and are an incentive and an acknowledgement of effort and achievement.

Rewards

Incentives, including both informal and formal rewards, are there to reinforce moral values and make sure that all the adults and children in the school community can praise each other and celebrate each other's achievements. Rewards or praise should be given by any members of the staff team.

The Terrific Book:

Children who follow our Golden Rule 'Do work hard' can be put into the Terrific Book. They take their terrific work to the office where it is stamped. Their names get entered into the Terrific Book, and they earn a terrific sticker. Every week we have a Terrific Book assembly, where the children who have been in the Terrific Book that week get mentioned, and work is celebrated.

Stars:

Children can earn stars for following our other Golden Rules. These stars are put on a chart in the hall on a regular basis. Children work towards earning badges. 30 stars earns a bronze badge, 100



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stars a silver badge, and 200 a goose badge. Children who reach 400 stars earn a gold badge and their names are recorded on a special board in reception.

Sanctions

We value our children for their diversity as people and recognising the nature of their special educational needs. It is because of this that we have no automatic, inflexible tariff of misdemeanour and punishment. As George Lydon, one of the pioneers of work with children and young people with emotional and behavioural needs wrote: "**Fairness involves treating everyone differently, not the same.**"

We believe that sanctions are likely to be effective when children are aware of their consistency and certainty, rather than their severity. We have a range of sanctions and responses which can be applied by any member of the staff team.

The sanctions include:

- *Loss of Privilege Time*
- *Working outside the classroom with a class based member of staff or Learning Mentor*
- *Parental involvement either through phone, email or letter*
- *Loss of part or all of a break or a lunchtime*
- *Being on report to a member of the Leadership and Management Team*
- *Detention after school (following consultation with parents)*

For the majority of children, these sanctions balanced with the provision of meaningful rewards, will be sufficient. We recognise that in some exceptional cases this won't be enough. For the sake of the child and the school community, exclusion may be necessary as a last resort.

Privilege time:

All children have a regular period of special time called Privilege Time where children are able to choose and take part in an activity that they really enjoy.

If a child breaks a Golden Rule they are given a warning - if they do it again they lose a minute of their Privilege Time. Lost minutes can never be earned back. We guarantee four minutes of Privilege Time even to children who would have lost all their minutes.

When it is time for Privilege Time, all work is put away. The Privilege Time activities are brought out and the children who have lost no time can start playing. The children who have lost time have to sit and look at a sand timer or clock and reflect on why they have lost their minutes.

All staff carry a whistle to attract emergency attention if an incident requires additional adult support. Staff are expected to respond and attend the situation if it is safe for them to do so.



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Appendix 1: Touching and Holding

Touch between adults and children can provide encouragement or reassurance. It can signify warmth or friendliness.

These guidelines do not prohibit this form of contact. Staff will use their judgement to avoid sensitive situations and will encourage children to develop an awareness of appropriate adult/child contact.

Guidelines on Intimate Care

We recognise that there are occasions in school when children need to be assisted in more intimate care. Children are encouraged to be as independent as possible. Where possible, nappy changing should take place with the child standing up, and sitting on the toilet should always be encouraged. Children may need the help of one or even, on rare occasions, two adults. If a child regularly needs to be showered or changed by an adult, the team of class Learning Support Assistants should share that responsibility and a Care Plan for Intimate Care should be completed for the child.



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Appendix 2: Guidelines on Physical Intervention

Our thinking about managing behaviour must be based on principles of least possible intervention, de-escalation and conflict resolution.

In law, staff may be justified in using physical intervention only when there is a risk of:

- *the child causing injury to him/herself*
- *the child causing injury to others*
- *the child causing significant damage which is likely to have serious emotional effect or create a physical danger*
- *the child is running away **and** putting him/herself or others at risk of harm*

Judging this risk will depend on the individual child's needs and on the context of the incident. In any case, physical intervention should be based on a judgement of last resort or the most safe option under the circumstances.

Staff Trained in Physical Intervention

Since September 2013, Perdy Buchanan-Barrow (Head of School), Karen Stanton and Kay Nichols (Learning Mentors) and Ivan Talbott (Assistant Head of School) have been certified by the CALM Small Holds Course. This training taught them to use six holds that involve restraint. This training is updated annually.

Principles which underlie the possible use of physical intervention at Alexandra School

- *We should use physical intervention on as few occasions as possible*
- *Always consider whether there is an alternative strategy available*
- *Only use force when other measures have failed*
- *Always seek help from another adult if at all possible*
- *Always announce that you are about to intervene before you do so*
- *Never give the impression that you have lost your temper*
- *Use the least force for the shortest period*
- *Never hold joints or use a wrap or basket style of hold*
- *Always make clear that physical contact/restraint will cease as soon as the pupil complies with the staff instructions*
- *Physical restraint will be reported to the Leadership and Management Team as soon as possible and a physical intervention report will be completed*
- *Physical restraint will be reported to parents as soon as possible and any response from parents should be noted*

Physical Containment

- *In some circumstances where children have no intention of listening to adult authority, it may reduce the risk of further incidents, if the child can be kept in one place with an adult. This decision would always be made by a member of the Leadership and Management Team.*
- *Under no circumstances will a child be left in a locked room alone*
- *A member of staff may need to wait outside a closed door if their presence in the room is overstimulating the child or causing the child to continue attacking the adult, risking injury to him/herself and the member of staff*
- *Two members of staff may be needed if the child is angry or upset.*
- *A Serious Incident report will be necessary if a child is physically prevented from leaving a room.*



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In the most unusual circumstances, where because of a child's particular special needs, physical intervention is more likely to be needed, the anticipated use of holding or of restraint should be recorded in a behaviour plan which will be signed off by LMT and the Principal of the Eden Academy and discussed with parents.

Appendix 3: Recording Serious Incidents - Guidance for staff

We have a legal responsibility to record all serious incidents where violence and physical intervention have been involved.

Of course it is difficult to draw the line at the right threshold.

We do not need to use a Serious Incident Form to record:

- *every time a member of staff touches or moves a pupil*
- *minor arguments in the playground*
- *concerns which are more appropriately dealt with through health and safety recording eg someone falling in the playground.*
- *Serious allegations or injuries which are subject to child protection procedures and recorded elsewhere.*

However we should record:

- *Incidents where children have been fighting and blows or kicks have been given*
- *Situations where children have had to be physically restrained to prevent injury to themselves or another person.*
- *Occasions where children have been moved or (been stopped from moving) and have offered significant resistance increasing the amount of adult force needed.*
- *Episodes where children have lost control and have used threatening or abusive language/behaviour, even if no violence has occurred.*
- *Racist incidents of abuse or violence*

Who should record, where and how?

- *We have a rolling record of serious incidents, and details should be added as appropriate. Serious Incidents Records are in the Health and Safety folder on the network.*
- *It is the responsibility to complete the Serious Incident pro forma, of the Teachers or Teaching Assistants most closely involved in any incident. Learning Mentors or the Leadership and Management Team, are always available to support with the writing of these records, and with follow up calls to parents.*
- *All Serious Incidents should be communicated to parents. Any response from parents should be noted.*



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Appendix 4: An Explicit Statement on Bullying

An underlying principle in supporting children in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Any or all of the following may be considered to be Bullying:

- *name calling*
- *teasing*
- *physical abuse eg hitting, pushing, pinching or kicking*
- *having personal possessions taken*
- *receiving abusive text messages or e-mails*
- *being forced to hand over money*
- *being forced to do things they don't want to do*
- *being ignored or left out*
- *being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.*

This school believes that:

- *Bullying is undesirable and unacceptable.*
- *Bullying is a problem to which solutions can be found.*
- *Seeking help and openness are regarded as signs of strength not weakness.*
- *All members of the school community will be listened to and taken seriously.*
- *Everyone has the right to work and learn in an atmosphere that is free from fear.*
- *All of us have a responsibility to ensure that we do not abuse or bully others.*
- *Children should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.*
- *Children should be involved in decision making about matters that concern them.*
- *Staff, Parents and children should work together to protect vulnerable individuals from bullying and other forms of abuse.*
- *We will inform parents when we believe bullying to have occurred.*

See the school's anti-bullying policy.



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Appendix 5: An expectation of high level behavior management skills

At Alexandra School we expect teachers and all staff to work towards achieving these high level behaviour management skills:

- demonstrate excellence in teaching, minimising behaviour difficulties through the use of lively, interactive teaching styles, appropriate differentiation and teaching strategies which make sure that children see themselves as successful learners.
- build positive relationships with children, always listening to children's perspectives and treating them with warmth and respect;
- understand and empathise with the often complex reasons for children's behaviour; have realistic expectations founded on an understanding of child development and the different stages that children may be in their learning;
- use appropriately assertive language, making clear what behaviours are needed to ensure that everyone can learn and making sure that the language used to point out inappropriate or unhelpful behaviour separates the behaviour from the child and builds the child's confidence in their own ability to make appropriate choices in future;
- use frequent and specific positive feedback related to both work and behaviour.
- make sure that children have an understanding of our Golden Rules and regularly reinforce and reiterate the Rules.
- relate behaviour problems as they arise, back to the Golden Rules, using them as an opportunity for children to reflect on what has gone wrong and what can be learned from it;
- ensure that children are clear about the consequences if they choose not to conform to Golden Rules;
- teach positive behaviour through setting explicit behaviour objectives for a lesson, modelling, role play or providing opportunities for the class to reflect on behavioural learning as well as on 'curriculum' learning;
- establish clear routines for such things as entering and leaving the classroom, gaining the teacher's attention or help, noise levels for different types of activities, clearing up, transition between activities and so on; spend time on teaching and reinforcing these routines and reviewing with children the effectiveness of their use;
- employ a range of pre-emptive strategies to manage behaviour, noticing early on any situations that might present problems and taking quiet steps to redirect, help children be aware of the choices available to them and make a more appropriate choice;
- employ skills in de-fusion, de-escalation, mediation and conflict resolution and seek progressively to develop those skills in children themselves;
- promote equality of opportunity and address issues of social exclusion.

Reviewed by LMT and approved by governors December 2016