Laleham Gap School – LGS44 Positive Behaviour Policy

Kent County Council

Education Learning and Skills Directorate

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Owner: Assistant Head teacher

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Not Protective Marked

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3.1   Kent County Council Guidelines

Kent County Council has issued specific guidelines with regard to managing behaviour in special schools, particularly schools offering residential care. It is within the context of this document that Laleham Gap School has based its policy.
This policy is for all staff at Laleham Gap School who work with pupils, parents and carers. All staff are expected to have a detailed knowledge of this policy. Pupils will be given a pupil-friendly version summarising key points.

Copies of this policy are available from
- the school website www.laleham-gap.kent.sch.uk
- the Assistant Head teacher
- the staff room
- as part of Laleham Gap School's induction pack

This policy links with the following policies and documents:
- Positive Handling, Support and Intervention Policy
- Anti-Bullying Policy
- Searching and Confiscation Policy
- Equal Opportunities Policy
- E-Safety Policy
- Safeguarding Policy

Relevant statutory guidance and legislation:
- Education and Inspections Act 2006
- DoE Guidance February 2014 – Behaviour and Discipline in Schools ☐ DoE Guidance July 2013 – Use of Reasonable Force

3.2 **Principles**

At Laleham Gap School we endeavour to provide a high quality educational experience for all our pupils to enable them to realise their full potential. Pupils need to develop their internal controls, to take responsibility for their behaviour and to develop interpersonal skills in order to help their relationships with others and to engage in the learning process.

We strive to create a safe, stimulating and secure environment with staff providing firm, caring control which is neither repressive nor domineering and which gives youngsters opportunity to express themselves as individuals and as part of a community which acknowledges equal opportunities and cultural differences.

We believe that:

- All pupils have the right to a broad and balanced curriculum which is appropriately personalised, differentiated and delivered.
- Pupils have the right to a safe, secure and stable environment whose structures and routines encourage the development of independence, self-discipline and control.
- A high level of supervision and staff vigilance is necessary to provide development of sound relationships, support at social times and an awareness of situations that could be developing so that proactive and active interventions can be employed to reduce negative incidents and bullying.
- Positive behaviour is more likely to occur where pupils receive praise and are rewarded for academic achievement.
- Pupils should be encouraged rather than sanctioned towards acceptable behaviour.
- Staff treat all pupils fairly, therefore all behaviours will be considered on an individual basis, dependent on the pupil's needs or difficulties. There are some behaviours which would be judged acceptable in one context but not another.

3.3 **Aims and Objectives of the Positive Behaviour Policy**

- To make Laleham Gap School a safe and happy learning environment for all
- To build and maintain an environment and culture where all staff feel supported and are enabled to be effective in their roles
- To facilitate a wholly consistent approach across all staff in dealing with individual pupil behaviour and any incidents of bullying
- To use a variety of developmentally appropriate strategies to support pupils in the management of their emotions and make the transition towards internal self-regulation of their behaviour
- To help pupils recognise and understand both their rights and responsibilities and realise the consequences of their actions
- To work with the whole school community to improve pupils' behaviour
- To actively promote and reward positive behaviour
- To develop responsible citizens who understand the importance of appropriate behaviour beyond the school.

4.0   Practice

4.1   Procedures and Practices

Respect forms the basis of positive behaviour and of our learning ethos. It is both the staff and pupils' responsibility to:
- Respect themselves and their needs
- Respect other people and their needs
- Respect personal space
- Respect their own and other people's property
- Respect the learning process (their own and others')
- Respect school property, buildings and their surroundings
- Respect the local community

All pupils should:
- Address staff appropriately
- Follow requests and instructions from staff
- Use appropriate language
- Arrive promptly to lessons, never leave a classroom without an exit agreement or school premises without authorisation from a member of staff
- Respect personal space
- Follow the agreed code of conduct negotiated with individual teachers for their classrooms and teaching areas

All staff should

- Work within the constraints of safe practice, as outlined in linked school policies.
- Lead by example and model the standards of behaviour expected from pupils e.g. ensuring that requests are made to pupils in a professional and appropriate way
- Treat pupils with the same respect and good manners which they expect in return
- Follow the rules of prevention consistently and deal with pupils who do not meet expected standards of behaviour promptly and according to the guidelines set down in this policy document
- Encourage and reward positive behaviour from pupils and avoid confrontational approaches to negative behaviour, considering the function of the behaviour alongside each individual pupil's needs
- Always disapprove of the negative behaviour, not the pupil. It is vital that the distinction between the behaviour and the pupil as a person is made clear.

4.2   Prevention

Successful management of behaviour is usually at an individual level and is a result of a pupil's progress towards developing self-discipline. There are however a number of proactive measures

which will promote an orderly and purposeful atmosphere within the school, in order to minimise negative behaviours.

Successful measures during the school day include:
- Staff being at the classroom door ready to receive pupils at the beginning of lessons
- Staff being well-prepared for lessons
- High quality differentiated and personalised learning resources
- The planning of lessons with attention to pace, variety and learning style
- Providing an appropriate classroom environment with consideration to layout, display, group dynamics and potential risks
- Starting and finishing lessons on time
- Good communication between staff to ensure that preventative measures can be implemented swiftly
- Ensuring that pupils are aware in advance of changes to lessons, staff or routine
- Daily reminders to promote positive behaviour
- Giving pupils responsibility and having high but realistic expectations
- Promoting positive relationships between staff and pupils
- Staff awareness of individual pupil needs, group dynamics, and the implementation of specific strategies and interventions to support positive behaviour and learning
- To be aware of any difficulties which may have occurred during in the residential setting, so that they can be taken into account but not carried on into the school day
- Communication with parents/carers and transport providers in relation to external factors and potential triggers to negative behaviour

Many of the successful measures employed within the classroom situation are also relevant in the residential setting.

Successful measures within the residential setting include:
- Staff being promptly on duty to receive the pupils
- Monitoring the unstructured activities of pupils as appropriate to age and maturity
- Encouraging pupils to be well prepared and organised
- Pupils having the opportunity to share their views and contribute to the residential provision to increase ownership
- Reinforcing positive behaviour through rewards and recognition
- A restorative and reparative approach in relation to incidents of negative behaviour
- Ensuring that pupils are aware in advance of changes to staffing, activities and routines
- Giving pupils responsibility and have high but realistic expectations
- Staff and older pupils providing good role modelling
- Knowing the pupils well, including their individual needs and difficulties, the effects these may have on the young person, and strategies to support them.
- Being aware of any difficulties which may have occurred during the school day, so that they can be taken into account but not carried on into the residential setting
- Having good liaison between classroom and residential staff, to ensure consistency of expectations and target-setting for each pupil
- Every residential pupil having a designated Key Worker for ongoing individual support

- Providing an attractive, comfortable and safe residential environment which meets the requirements of the Care Standards.

Negative behaviour during breaks and during before school and after school hours is discouraged and prevented by ensuring a stimulating environment in which pupils can have time with their friends, supported by high staff ratios.

4.3   Pupil Voice

An atmosphere of mutual respect is encouraged at all times within Laleham Gap School. Achievements are celebrated across the school community, whether social, sporting, academic or personal. Assemblies are used as a celebration of achievement. Two pupils from each class (Primary) or year group (Secondary) are elected to represent their class/form in the School Councils. Residential pupils are also represented by two elected delegates. Pupils may discuss their problems with any member of staff or a member of the pastoral team, who may identify pupils who require ongoing interventions or support.
Residential pupils have access to an Independent Visitor to ensure their views are obtained. Residents' meetings and key work sessions are other forms in which Pupil Voice can be heard. Pupils are also aware of a Complaints procedure should they have any concerns.

4.4   Everyone is Valued

Parents and carers are a vital part of the team in the education of each pupil at Laleham Gap School. This is maintained by regular contact through notes home, phone calls, meetings as required, and parent consultation evenings. Parents also contribute to both the annual review and in-review process. Parents are also encouraged to attend extra-curricular performances and class assemblies. Where appropriate, the school will work in partnership with statutory bodies in order to ensure the safety and wellbeing of every pupil.

4.5   Rewarding Positive Behaviour

Showing approval is an essential strategy when encouraging positive behaviour. Staff should be aiming to offer positive comments where appropriate and minimise any negative comments or response to emphasise what **is** requested of the pupil, e.g. "Please walk", rather than "Don't run".

Positive behaviours such as empathy, showing respect, helping others, engaging with work, good attendance, academic and extra-curricular achievement, self-control and good manners are rewarded through the Reward system (secondary) and the Sticker Prize system (primary). Discretionary rewards take the form of encouraging and positive words; praise from a member of the Senior Leadership Team; progress letters to parents; displays of work and telephone calls home.

At Laleham Gap School we believe the pupil voice is the most powerful voice. When considering appropriate rewards, the School Council is consulted to ensure an appropriate range of rewards are on offer. Please find a list of rewards in the appendices.

4.6   Supporting Negative Behaviour

It is the responsibility of the member of staff to deal with breaches of acceptable standards of behaviour in a timely and appropriate manner. The following suggestions should be considered:

(a) Re-direct the pupil to the task being carried out. Take-up time must be allowed.
(b) Re-state the re-direction of the task and offer the pupil assistance to carry out the task. Take-up time to be given.
(c) Remind the pupil of acceptable standards of behaviour. Pupils to be discreetly given the choice to comply or ask for assistance.
(d) Pupil to be given the choice to return to the task or face further consequences for the negative behaviour. The consequences could include a break/lunch detention to catch up on the work they have missed [Secondary].
(e) Apply the appropriate action. This could be from the list below or another action that the adult deems appropriate.

  • Direct the pupil to a different seat whilst highlighting that it will help them focus.
  • Remove the object(s) which the pupil is using inappropriately (to be returned at the end of the lesson/day/term or not at all). The time for the object to be returned should be made clear and that it is to help the pupil engage with their work to succeed.
  • Ask to see the pupil at break/lunchtime or another appropriate "free" time. If this is agreed, it is imperative that the pupil is seen, find out the cause of the problem, explain how you felt the negative behaviour impacted on the learning of the pupil then assign a task to help prevent it in the future. If this assigning of a task is not suitable, then the parents/guardians of the pupil should be telephoned to discuss the negative behaviour of the pupil.
  • If a pupil leaves the lesson without requesting to do so the teacher should assign a member of staff to ensure they are safe. If the pupil has left the lesson to avoid work then, when appropriate, the pupil should be expected to catch up on missed work, during free time. If the pupil needs "time out" then a place to go and a period of time should be negotiated and a member of staff should monitor and support.

(f) More serious breaches of the standards of expected behaviour will result in the pupil being asked to leave the lesson immediately, accompanied by a member of staff.

Secondary
The pupil will then work away from the class, in most instances in the department hub until such a time as the pupil can return to the class or to the teacher.

Primary
Pupil will work outside the classroom door, in the hub, or in one of the LSU rooms.

SLT or a member of the LSU team will intervene if this strategy proves unsuccessful. Serious incidents and any significant observations should be recorded on an Incident Record and passed on to the LSU team for review.

If at any time during the process the pupil becomes verbally or physically abusive towards themselves, another pupil or an adult, or if they pose a risk to themselves or those around them, a member of staff should contact SLT and/or the LSU team by telephone or walkie-talkie. The member of SLT or the LSU team will ask the pupil to accompany them out of the lesson to a safe place. If the pupil refuses to leave the lesson, then the senior member of staff will request that the class be removed from the room, leaving the SLT/LSU team member to assess the risk concerning the pupil and others. In some instances where the threshold has been reached then a physical intervention may be appropriate to redirect the pupil or to prevent further harm (**see Positive Handling, Support and Intervention Policy**).

Pupils who repeatedly exhibit negative behaviours are discussed at meetings which involve all adults working closely with the pupil in question and SLT. The priority is to find the root of the negative behaviour in order to address it fully in the long term. Specific individualised behaviour support plans are devised in consultation with parents/carers and, where appropriate, the pupil, for inclusion in the pupil's EHCP.

The school has a duty of care to assess risk to staff in relation to pupil behaviour.

4.7   Consequences to Negative Behaviour

The aim of the school's system is to promote positive behaviour and to prevent negative behaviour by helping pupils understand their behaviours have consequences.

Staff have a shared responsibility for behaviour support and equal authority to prevent and deal with negative behaviour.

Consequences should, wherever possible, be substituted by interventions and strategies to help prevent the emergence or escalation of negative behaviour. The school records negative behaviour using a hierarchy of five levels, with level one being the least and five being the most serious. Consequences will be reasonable and proportionate to the circumstances of individual cases. Account will be taken of an individual pupil's age, special educational needs, any disability or any religious requirements affecting them.

4.8   Targets and Record Keeping

Behaviour of pupils is closely monitored on a daily basis by all staff working with that pupil. Details of any specific incidents of negative behaviour are shared with key staff. In addition, a written record is made of any instance of negative behaviour via the class diary (Secondary) or on an incident form for more serious concerns. Anything that represents a matter for concern is recorded via the school's child protection system, from where it is distributed to all key staff on a need to know basis.

All physical interventions are recorded in accordance with the school's positive handling policy. Child protection records and records of physical intervention are monitored by the school's DSL, SLT and the school governors.

Records of exclusions are monitored by the Head Teacher.

Referrals to outside agencies are monitored and reviewed by the Senior Leadership Team and the DSL.

For pupils with a history of challenging behaviour, a behaviour risk assessment and a Behaviour Support Plan may be compiled.

4.9   Positive Handling

The use of any physical intervention is subject to stringent controls and the criterion for the use of such strategies is clearly detailed in our Positive Handling, Support and Intervention Policy.

The pupils at Laleham Gap School may occasionally place themselves, others and the learning environment at risk. Staff are trained in PROACT-SCIPr-UK®. In addition to the above interventions, we recognise that on occasion physical intervention may be required to ensure that the safety and wellbeing of all pupils and staff is upheld, fabric of the building and its resources preserved and the opportunity for teaching and learning to take place is maintained. Any such physical intervention will be utilised strictly in accordance with the school's Positive Handling, Support and Physical Intervention Policy.

4.10 Searching Pupils

Pupils, possessions and room searches may be required where failure to carry out the search might put at risk the welfare of others. Only a member of the Senior Leadership Team can authorise searching pupils while on school premises. Searches can be authorised if there is any suspicion that a pupil is in possession of a prohibited item, such as:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil).

The pupil will always be asked for their consent for the search to be undertaken. However if a pupil does not consent and there are reasonable grounds to suspect the pupil may have a prohibited

item, pupil consent is not required. Searches will not be intrusive and the pupil's privacy and dignity will be considered throughout the search process.

A written record (incident sheet) will be made of any search and any outcome recorded. See Searching and Confiscation Policy for more details.

4.11 Serious Incidents

Can be dealt with by staff present but would always need to be reported to SLT verbally and supported by an incident form. Staff may ask for support from their Subject Leader. Serious incidents include –

- Physical/verbal aggression to people
- Physical aggression to property
- Health and safety issues
- Stealing
- Pupils leaving the premises
- Drugs
- Alcohol
- Cigarettes
- Bringing/using weapons in school

4.12 STRICTLY PROHIBITED

- 'Corporal punishment including slapping, throwing missiles and rough handling. Hold or restraint is permissible to avert an immediate danger of personal injury to the child or another person.' In accordance with the School's Physical Restraint Policy.
- Deprivation of food or drink.
- Force feeding of food or drink.
- Restriction of parental contact.
- Requirement to wear distinctive or inappropriate clothes.
- The use of or withholding of medication.
- The locking of a child in a single room at any time, even when accompanied by an adult.
- Denial of the immediate use of a telephone.

4.13 Review/Evaluation

This policy will be reviewed annually.

5.0 Laleham Gap Secondary School

5.1 Reward Scheme

- Adults must always be mindful of pupils whose work ethic and behaviour is always good and reward them accordingly and not over compensate the less engaged pupils.

- Two different types of reward points may be earned by pupils.
- Type one – a merit, pupils can earn points throughout the school day for good work, helping others, perseverance at a task etc. or at the discretion of the adult. A maximum of two can be given at any time.
- Type two – a commendation, given less often to ensure the worth of earning the reward point. This would be for exceptional work, sustained effort, assistance to others or service to the school.
- Adults giving a type two reward need to ensure the reason it has been given is recorded clearly in the diary.
- Type two rewards will be acknowledged in a whole school assembly if the pupil is comfortable with this and a letter sent home via the Form Tutor or the teacher who has given the commendation.
- Reward points cannot be taken away once given.
- Each merit and commendation has a financial value. Pupils save towards a reward.
- Pupils who are saving for a reward will have their names recorded and reward points added to when earned.

Behaviour and work may also be rewarded by:

- Verbal praise
- Showing work to others in the class
- Being chosen to do something
- Being allowed to choose to do something
- Earning an activity/prize for the whole group
- Sending the pupil to the Subject Leader or SLT with good work or a note outlining good behaviour
- Telephone call home
- Postcard sent home
- Work displayed in a public place
- Good work/behaviour praised in assembly
- House system
- Certificates and trophies
- End of term prizes/activities
- Ultimate reward at the end of the school year

6.0 Laleham Gap Primary School

6.1 School Rules

1 Be kind
2 Listen to people
3 Try to help
4 Care for things
5 Be safe

6.2 Award System

Sticker Prize System

The scheme is designed to reward and encourage hard work, good behaviour and to celebrate achievement.

- All pupils have a sticker card kept in class, which is (dependent upon age/ability) kept and maintained by the pupil themselves
- Stickers are awarded for good behaviour, achievement and are at the adult's discretion
- For exceptional work or behaviour, extra stickers can be given
- Once a pupil has accrued fifteen stickers, an adult will sign them off and date them and a sticker prize is awarded. A tally of these sticker prizes is kept on display in class for the week.
- There is no limit to how many stickers a pupil can accrue
- At the end of the week, all sticker prizes are counted up and students may choose from the sticker prizes that are displayed on Friday mornings
- There is a banking scheme on Fridays ie a pupil can save a sticker prize until the next week (where they would hope to accrue another sticker prize) to get a bigger prize
- There are three levels of sticker prize

> 1* Sticker prize
> 2* Sticker prize
> 5* Sticker prize

  5* sticker prizes consist of sporting goods, small toys, books and fun stationery.
- If a pupil wishes to save up, their name is recorded in the sticker bank book

Rewards can be many and varied, apart from the sticker prize system.

It is recognized that good behaviour needs to be acknowledged and it is rewarded by:

- Verbal praise
- Reward cards
- Classroom treats
- Extra time at favourite activity
- First choice - standing at front of or back of queue - meaningful to specific pupils ☐ Assemblies
- Improvement certificates
- Praise from Senior Leadership Team
- Work displayed throughout school
- An ethos of positive reinforcement
- Acknowledgement from other staff
- External achievements recognized and celebrated
- Notes home to parents
- Use of computer for games as rewards
- Healthy eating is rewarded with 'good food' stickers and cards