



# SCHOOL POLICIES

## Positive Behaviour Leadership

This policy was adopted by the Governors on: July 2014

The last review of this policy was: September 2023

This policy is due for review on: September 2024

Signed Headteacher: N. Craddock

Signed Chair of Governing Body: D. Garside

## **Introduction**

The school's behaviour leadership policy will be the focus of continuing development to reflect staff training, changes in legislation and Local Authority policy. All school staff must have a good understanding of the policy, ownership of it and, above all, a commitment to it. The policy will be reviewed annually.

Staff at Hudson are trained in 'Team Teach'. Team Teach is one of the largest worldwide training providers in behaviour support and management including physical interventions. It is built on an ethos of 95% de-escalation skills with intensive work on diversions, diffusion and de-escalation work. In essence Team Teach allows staff to be strong with their presence but gentle with their touch. Staff take a 12-hour course which is 'topped up' with regular follow up support. Further information can be found on their website [www.team-teach.co.uk](http://www.team-teach.co.uk).

## **Behaviour Leadership not Management**

Behaviour management tends to be associated, by many adults, with the dealing of 'bad' behaviour. Management implies following pre-arranged 'steps' to produce desired results when behaviour is negative. Everyone is unique and so following prescribed strategies to manage behaviour without focusing on the individual child concerned is unlikely to be effective. As adults, we all have the responsibility of helping children stay within boundaries and supporting them when they drift outside.

Leadership is concerned with working together, motivating, and adopting approaches to bring about positive change when behaviour falls outside of expected boundaries. Management is more appropriate for school practices that require stringent guidelines and procedures - for example as those concerned with safeguarding children.

Effective behaviour leadership resists the temptation of focusing only on the negative. A positive leadership approach plays a significant role to help children to keep within expected boundaries.

## **Rationale**

The school places a high emphasis on positive behaviour leadership. The behaviour and social development of our pupils is a key factor in their acceptance in the community, their continuing development and the quality of their lives. We recognise that successful leadership of behaviour is dependent upon the school ethos. There is a need for the school as a whole to reinforce good behaviour, for staff to maintain a positive regard towards pupils and colleagues and to offer pupils appropriate role models.

All staff should demonstrate a commitment to (explicitly and implicitly) high values and principles, e.g. teaching right from wrong, honesty and fairness, respect for others, the importance of getting on with people and establishing positive relationships, self-discipline, self-management of behaviour and a sense of responsibility for positive behaviour. Pupil behaviour, both appropriate and inappropriate, should be managed with sensitivity and professionalism. Staff need to constantly re-examine and reflect upon their own values, attitudes and behaviours in order to appreciate the messages that they are giving pupils. They also need to be familiar with clear guidelines and strategies e.g. pupil behaviour plans, to help maintain positive behaviour and discourage unwanted behaviour when it occurs.

We recognise that challenging behaviour, however it manifests itself, is often a means of communication for a child to obtain desired outcomes, e.g., to opt out, to get social reinforcement, to get something, etc. Challenging Behaviour is usually an impediment to learning and that positive behaviour is a necessary pre-requisite to effective teaching and learning. The school recognises the

importance of a whole school approach to behaviour leadership.

**Aims - At Hudson we aim:**

- To create a school culture where positive behaviour promotes learning
- To create a school culture which has respect for the child at its centre
- To create an environment of calm and good order
- To have positive expectations that pupils will behave well, with courtesy and with self-discipline
- To create sound systems and procedures to encourage and maintain positive behavior, with a set of strategies to help staff prevent and respond to challenging behaviour
- To provide training, structures and support for all, including parents
- To work in partnership with parents

**Understanding Challenging Behaviour - At Hudson we understand challenging behaviour to be behaviour which:**

- Prevents pupils' participation in appropriate educational activities;
- Usually isolates them from their peers;
- Affects the learning and functioning of others;
- Drastically reduces their opportunities for involvement in ordinary community activities;
- Makes excessive demands on teachers, staff and resources;
- Places the child and/or others in physical danger;
- Makes the possibilities for future placement difficult.

We are aware that different people may interpret the appropriateness and severity of challenging behaviour in different ways. We acknowledge that it is the behaviour which challenges us and not the person.

**Strategies for promoting positive behavior - Positive behaviour can be facilitated by:**

- Establishing a school community in which the general environment is calm, well ordered and disciplined.
- Setting a good example by behaving in the way you want pupils to behave.
- Being positive - highlighting and praising children's positive behaviour.
- Preventing difficult behaviour, - avoiding confrontation, avoiding 'triggers' or background factors known to present difficulties to the pupil.
- Making sure everyone is clear about which behaviours are appropriate and which are inappropriate, i.e., ensuring a clear distinction between behaviour which is to be reinforced and that which is to be discouraged or ignored.
- Introducing planned activities which are matched to pupils' strengths and weaknesses, with high expectations and a belief in their learning potential.
- Focusing upon teaching language and communication (this may help pupils influence others without having to display challenging behaviour), e.g., offering opportunities for students to opt out, offering choice- making opportunities, etc.
- Helping the child to anticipate the sequence of daily events and activities (e.g. cues towards the end of activities, symbol timetables, etc.).
- Providing opportunities when pupils can opt out of activities (**use of timer, complete at a different time - own time etc.**)
- Conveying expectations clearly and providing consistent positive feedback.
- Making sure that adults respond to pupil behaviour in consistent ways and ensuring that all staff are aware of new methods of working.
- Providing written protocols (behaviour plans and records - charts) which describe clearly how staff should respond to pupils' challenging behaviour, when it occurs. These plans provide a fixed

point of reference by which staff can monitor their own and their colleagues' adherence to agreed procedures.

- Encouraging staff tolerance and understanding of children's specific difficulties.
- Paying attention to antecedents and consequences associated with behaviour.
- Providing highly structured, predictable environments and routines for pupils who benefit from them.
- Monitoring children's stress levels and offering escape mechanisms.
- Teaching pupils self-management strategies, perhaps involving physical cues. These could even include the use of a reward chart that that child is part of building.
- Conveying expectations clearly and providing consistent feedback.
- Incorporating aspects of positive behaviour across the curriculum, for example through collective worship, PSHE and emotional literacy work.

### **Boundaries of Behaviour (Behaviour Expectations)**

Families may define positive or negative behaviour differently. Boundaries of behaviour in our school may include:

**Positive** (Anything that does not, or is likely not to, harm oneself, others or property):

- Playing,
- Creativity,
- Pride in achievement,
- Independence,
- Self-Reliance,
- Co-operation,
- Helpfulness,
- Consideration,
- Taking responsibility,
- Sharing,
- Taking on new challenges,
- Being assertive,
- Patience,
- Self-reflection & apology.

Rules within our school setting can be seen through our whole school Behaviour charter, these are made for the purpose of reducing the potential for actual harm (emotional & physical) occurring to any person or property. They also clearly set out the ethos of behaviour leadership within our school.

The Charter can be found at the end of this policy.

**Negative** (Anything that harms, or is likely to harm, oneself, others or property):

- Harming emotionally or physically any person,
- Hitting,
- Stealing,
- Bullying,
- Disrupting,
- Fighting,
- Swearing,
- Spitting,
- Vandalising,
- Aggression,

- Name calling,
- Lying,
- Selfishness and Stealing,
- Non-compliance.

*NB: We recognize that for some children these types of behavior can be a form of communication.*

### **When Behaviour Is Outside Of The Boundaries (Strategies)**

Accompanying the principles of positive behaviour leadership are strategies that can be used when behaviour is outside of the boundaries or charter expectations. It is important to reiterate, as mentioned in the introduction, the need to focus on the individual child when choosing a behaviour strategy.

Low level challenging behaviour at Hudson includes:

- Talking over peers or adults
- Fiddling, playing with items (please note some may do this to allow them to concentrate)
- Staring at another individual in class
- Rocking on a chair
- Running in corridors
- Playing too roughly/excitably which may cause incident
- Poking other children around them
- Walking around the room when they should be seated.

High level challenging behaviour at Hudson includes:

- Defiance/noncompliance with instructions on an ongoing basis
- Punching/kicking - causing physical harm or damage (includes equipment/school property)
- Spitting
- Screaming
- Verbal abuse
- Throwing or damaging school or others property
- Stealing
- Bringing in a potential weapon to school
- Bringing in inappropriate materials to school which are shared

These are classed as high level as they cause a significant impact on learning and teaching in a very small timescale. It is likely that a high level behaviour challenge will be dealt with through the use of an internal exclusion or if deemed appropriate an official exclusion.

### **Behaviour strategies at Hudson:**

|                            |                                |                                 |                                      |
|----------------------------|--------------------------------|---------------------------------|--------------------------------------|
| <b>Now and Next (PECs)</b> | <b>Smiling</b>                 | <b>Partially Agree</b>          | <b>Reflect Repair Rebuild</b>        |
| <b>"Thanks"</b>            | <b>One Calm Voice</b>          | <b>Proximity Support</b>        | <b>Personal Space</b>                |
| <b>Tactically Ignore</b>   | <b>The Charter (Reminders)</b> | <b>Describe Reality</b>         | <b>The Help Script</b>               |
| <b>The Help Protocol</b>   | <b>Modelling</b>               | <b>Praise and Encouragement</b> | <b>Caring Cs to Prompt and Guide</b> |

### **Sanctions**

Sanctions must be employed with due regard to the purpose, short-term and long-term implications.

Sanctions must not undermine a child's sense of worth, nor compromise a child's sense of dignity. Hudson firmly believes that it is the behaviour which can be criticised, not the person. We can insist that a penalty is paid, whilst at the same time re-assuring the pupil that he/she is liked and wanted. Sanctions should be explained fully and sensitively to the pupil - to include reasons for the sanction. Sanctions should be relevant to the age, understanding and general aims for the person. They should also be realistic and sensitive and contemporaneous, i.e., applied as soon as possible after the behaviour. Where practicable, sanctions should not be disruptive to the other pupils.

### **Approved sanctions**

'Being told off' - a pupil can be told off and / or taken to another member of staff for further words. No child shall be shouted at. It might be appropriate for a message to be sent home about a pupil's behaviour.

Restitution - a pupil might be asked to 'pay' (in terms of goodwill) something towards the 'cost' of making things good - a token or symbolic amount.

Reparation - a pupil might be asked to do a task to compensate for the misbehaviour. The task should be relevant to the situation and appropriate to the pupil. Such tasks should not be demeaning or futile and should usually benefit the school community rather than an individual.

Restriction - a pupil may be 'kept in' for a reasonable period or not allowed out unsupervised, or he or she may experience temporary removal of privileges. ***This is recorded using our behavior minutes log.***

Separation - a pupil may be separated with discreet supervision within the room or within another area of the classroom (where the child can be seen at all times) for a short time in order to receive no rewards.

### **Recording serious incidents**

Serious incidents can occur when behaviour has gone beyond the charter expectations, has crossed the barrier of early intervention and is at a 'high level of behaviour challenge.' When this occurs at Hudson a serious incident record is made. This log book is stored in the Positive behaviour leadership section of our school office. All documents surrounding the incident are recorded the same day on CPOMS as a behavior log.

The log book allows staff to keep records of children, places and timings of incidents. The accompanying CPOMS behavior log allows staff to record triggers, strategies for de-escalation and later on strategies for **Reflection, Repair and Rebuild**. It is of paramount importance that the member of staff dealing with the serious incident firstly completes the documentation and also follows through with the **RRR**, lastly, they have an opportunity to personally reflect on their own practice when dealing with a serious incident. This documentation and staff debrief is communicated with the headteacher/deputy head teacher/family services manager/Assistant head who will support staff

throughout the process.

### **Physical restraint or 'Use of force' should ONLY BE USED:**

- Rarely and as a last resort
- As part of a total response to the pupil
- When all possible alternatives have been considered
- As a part of a structured, systematic individual behaviour management programme
- When the purpose of physical restraint is to restore safety
- When it can be justified as being in the paramount interests of the child
- When the child is considered to be in immediate danger of harming self or others
- When it can be justified as a reasonable and responsible way of responding to a child's severe challenging behaviour
- When its implementation is fully recorded, by staff who have been fully trained in behaviour leadership and who are conforming to the guidance set in the school behaviour leadership policy

Restraint/Use of force report forms on CPOMS must always be completed and submitted to the Headteacher/deputy head teacher/Assistant head.

The use of force is in line with DoE guidance, the Hudson Care and control policy details all aspects of Reasonable force.

### **Emotional Regulation Plans**

Some pupils will need a structured, systematic and intensive approach. Individual emotional regulation plans focus on a pupil's specific difficulties and help staff respond to challenging behaviour with understanding and consistency. They should be written succinctly and in clear language. They should be drawn up ideally in consultation with parents/carers, the clinical psychologist and other support agencies, e.g. an educational psychologist.

Individual plans are intended to have positive outcomes which need to be carefully evaluated. It is essential that all staff coming in to contact with a child on an emotional management programme can demonstrate understanding and familiarity with its content. It is also important that staff are regularly and properly supervised when involved in management programmes. Where appropriate, it is desirable for the young person him/herself to be involved in agreeing behaviour management programmes.

### **Reflection, Repair and Rebuild**

The school values the importance of reflecting on events (staff and pupils) and also the need to 'repair' relationships after incidents. Reflective practice should be used to constantly update emotional regulation Plans as well as refining best practice.

'Repair' is very student specific and may range from an in-depth sensitive discussion with a more able student to a hand massage for a student working at early developmental levels.

'Rebuild' is another key part of the behaviour leadership process as this is an opportunity for the child to rebuild trust in a broken friendship or gain back trust and a positive image from the school community or class. This could see the child being given a particular responsibility or carrying out some restorative activities with another child.

### **Exclusion**

At Hudson exclusion is only to be used in extreme situations whereby persistent negative behaviour, or the seriousness of behaviour, is such that the attendance of the child detrimentally affects the

welfare of other children and staff and all other strategies have either proved ineffective or would be inappropriate. The aim is not for permanent exclusion but in extreme cases, this may be required.

A senior staff member will consult with the child's parent to discuss the issues and agree on a timescale of exclusion. It could be necessary to obtain advice and guidance from specialist organisations/statutory authorities. If so, this process will be carried out with permission from the child's parent, undertaken confidentially and within the framework of the law. If the behaviour is considered to be a sign or symptom that the child might be at risk from abuse or neglect, "Safeguarding Children" procedures will be implemented.

Children who are excluded are given study to be completed at home and also participate in a 'return to school meeting' prior to starting back at school in order to reflect on the exclusion and reinforce positive behaviour expectations.

### **Rewards**

The following samples of rewards have been agreed by the school. Any system of rewards should recognise that the long-term aim must always be to encourage children to behave because of their sense of right or wrong and/or because of their self-esteem and self-satisfaction.

#### **Approved rewards:**

- Verbal or written praise.
- Public praise - e.g. to the group, class, Head/deputy/assistant head or whole school (e.g. in assembly)
- Praise communicated to parents - e.g. in the school newsletter
- Special marks of achievement, e.g. certificates, stickers or other award schemes
- Being given a special responsibility
- Time on a favoured activity
- Time with a favoured person



## Hudson Behaviour Leadership Steps – Challenging Behaviour

**Step one** – A non-verbal or single word cue is given as an alert/prompt.

**Step two** – A second short verbal warning is given. This should not disrupt the teaching and learning.

**Step three:**

- a) Place the child's name in the warning circle (**on the adult's desk**) to signify that they have received a second warning. A verbal cue may be given – please make a different choice in your behaviour.
- b) If the behaviours continue the child will lose 3 minutes of their playtime shadowing an adult on duty, **this is recorded on the lost minutes excel log**. If the child shows a high level behaviour challenge then they will **also** use 5 minutes of 'Our time' for Reflection, Repairing and Rebuilding.
- c) Some children may need an adult to intervene for a short period of time in another classroom, or given a distraction errand/activity to complete in order for them to change their choice behaviour. This should happen for no more than ten minutes.

**Step four** – Some children may need an adult to interrupt their behaviour to prevent it escalating further. In this case a senior member of staff should be called to undertake this role if a child needs to be removed from their class for the remainder of the session. Parents will be informed at this level. **A serious incident log will be completed.**

If a child has two serious incidents in close succession i.e. within the same half term then a supportive method can be added in the form of a behaviour report card. This will be a means of tracking progress and improvements in presenting behaviour across the day and will involve school adults (those involved in the daily life of the child), the child, their parent and a member of the School Management Team. The Report card will last for a minimum of a week and will guide and shape ongoing support the child may need.

**Step five** – The headteacher has the right to exclude a child if theirs, or others safety is significantly compromised.

Children who reach step four three times in one term need to be considered for exclusion. A supportive plan will be drawn up for children who reach step four and face exclusion or appear in the serious incident log on three occasions in a term.

## Hudson Behaviour Leadership Steps – Positive Behaviour

**Step one** – A verbal word or sentence of praise for charter behaviour being demonstrated or positive comment of feedback for demonstrating success in learning/work produced.

**Step two** – A personal sticker for public awareness of praise for charter behaviour being demonstrated or for demonstrating success in learning/work produced. Children may have sticker charts on display in class to exchange for recognition/reward within their class.

**Step three** – Team recognition:

In class and in assembly Class Dojo points can be achieved to an individual or a class adding to their class total. These points are awarded in assembly or around school. Points would be awarded for thoughtful contribution or for without reminder or prompt demonstrating the school charter expectations. The classes at the end of the term meeting their half term points target receive an agreed 'Class dojo prize'

**Step four** – Public recognition:

Friday assembly - children will be nominated by their class teacher for demonstrating an aspect of the behaviour charter, this will be explained in the weekly assembly and a special certificate will be given. The child's name will appear in the weekly newsletter. They will get a special sticker to wear on their uniform/treat given.

Friday assembly - children will be nominated by their class teacher for Experiencing Excellence within their work. They will present their work to the school; a copy will go on display and these children will also come and share their success after assembly for treats with the Headteacher. The child's name will appear in the weekly newsletter.

Friday assembly - Kindness nominations will be collected together from the nominations given throughout the week to the headteacher. One will be chosen by the assembly leader to receive public acclaim. They will proudly display the cup within their classroom until the next Friday assembly.

Our Time - Once a week the children will be entitled to 'Our Time' for a maximum of 30 minutes. This time can be used for RRR but for most children this will be an opportunity to develop social and emotional skills, confidences and build on relationships.

# Behaviour Charter

*At Hudson Everyone Experiences Excellence as we...*

Work together to reach our full potential

*I can work with others to achieve something together with success*

Value uniqueness, welcoming everyone

*I understand people are different and I treat everyone equally with care*

Aim high and share successes on our way

*I want to do my best at all times and encourage others as they achieve*

Nurture and develop citizens for the future

*I am responsible and can always be relied upon*

Enjoy our learning journey together

*I love to learn and be a part of our school family*

## Serious Incident log book information to help with recording

### A) What to record in the Book...

1. Entry number - follow the pattern ascending order **(this needs to be referenced on CPOMS)**
  2. Date - this needs to be the date the incident took place
  3. Staff initial - the main person who will be following through and reporting the incident, also the main person dealing with the incident, regardless of others i.e. Headteacher becoming involved
  4. Time - the time in the day the incident took place, as accurately as possible
  5. The place - the main area the serious incident took place
  6. Pupil Ref - The initials of the child rather than the name, this is the child/children whose actions and behaviour have been deemed as serious.
  7. The serious incident - this needs to indicate the action/behaviour type that has been deemed as serious i.e. fighting or violence
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8. H&S - This is Health and Safety and may not always need to be completed by the Head or Deputy. If there was an accident and an accident book log needed to be made for the staff or children then the log book number would be detailed here.
9. File reference - This is complete by the Head or Deputy and will refer to the entry number in the book and on the report paperwork - It will be identified as SI for serious incident and UOF if reasonable use of force was used.
10. Signed - Signature of Head or Deputy Head who is dealing with the paperwork from the report.
11. Date - the date the documentation and record are being completed by the Head or deputy.

### B) What to record on the CPOMS behaviour log...

1. Facts not opinions of the events leading up to the serious incident occurring.
2. Initials of children and staff involved after a full name has been used
3. The strategies used by staff to end the incident, again facts and actual strategies.

### C) After the incident...

1. The Post-Incident Debrief will take place with the pupil this will be carried out by the main adult who dealt with the incident. There is a specific form for this.
2. The Post-Incident Debrief for staff will take place to review practice and provide support and recognition of how the incident was dealt with and reported. There is a specific form for this.

# The Hudson Help Script

Engage By Name. "Hello Jordan...."

"Hi....."

Contextualise Me. "It's Mr.../Mrs..."

"It's me....."

**"I'm here to help..."**

Describe Reality. "I can see....."

"I notice....."

Something Do-able. "Why don't we....."

"Let's....."

A Positive Outcome. "It'll be ok....."

"We can sort it out."