

The Observatory School



Positive Behaviour Management Policy

The Observatory School (TOS) is a KS2 and Secondary SEN School for girls and boys with Social, Emotional and Mental Health (SEMH) needs and/or pupils with primary need Autism Spectrum Disorder (ASD)

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Word grid -

- **DRA** - Dynamic risk assessment is the practice of mentally observing, assessing and analysing an environment while we work, to identify and remove **risk**.
- **Regulated** - Emotional self-regulation or emotion regulation is the ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as needed.
- **Dysregulation** - Emotional dysregulation refers to the inability of a person to control or regulate their emotional responses to provocative stimuli.
- **Check in** - Regular use of the regulation charts

1. Aim

We are a specialist education provision that believes positive behaviour management is essential for effective learning and teaching. Pupils and staff have the right to learn and teach in an environment which is safe, friendly, and peaceful. The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate reparations which are seen by all to be fair, just, and applied consistently when standards are not maintained.

However, each pupil at The Observatory School is an individual and will be at different stages of their social, emotional, moral and cognitive development. We will therefore use rewards, consequences and behaviour reparations as suited to the unique individual needs of each pupil. Our aim is to always provide each pupil with effective learning, which will educate the pupil, best supporting them, to find an alternative to their current coping behaviours. Teachers work in conjunction with SLT to determine these on an individual basis. We avoid using reparations that are seen as a punishment - these are rarely effective and can be counterproductive.

This reflects the whole ethos of the school in treating pupils as individuals and tailoring work to meet individual needs through Individual Education/Behaviour Plans.

“Beneath every behaviour is a feeling. Beneath each feeling is a need and when we meet the need rather than focus on the behaviour, we begin to deal with the cause, not the symptom.”

2. Purpose of the Positive Behavioural Management Policy

The purpose of the Positive Behavioural Policy is to ensure all pupils and staff are working consistently within the rules of the school. The policy identifies and recognises pupils with diagnoses that impact on their abilities to follow, understand and implement the rigidity of set rules and ensure that they have equal opportunity to succeed and flourish within the school environment.

3. Ethos

Throughout our specialist provision, we not only manage the moment for individual pupils, in a safe and effective manner, we change the course of their lives.

We achieve this by:

- Establishing positive relationships between staff and pupils
- Educating each pupil as an individual
- Recognising that behaviour in any form is a means of communication
- Not limiting pupil opportunities but guiding and supporting them to make the right choices
- Demonstrating a level of care for their purpose, personal progress and academic achievement

4. Rights, Values and Responsibilities

The aim of rights, values and responsibilities is to help our pupils achieve their potential and develop into responsible citizens. It teaches them to learn how to respect others, think critically and make informed decisions. Evidence shows that when children are taught about their rights, values and responsibilities, they learn to respect others more.

Rights:

Everyone has the right to learn.

Everyone has the right to feel safe.

Responsibilities:

Personal Responsibility — I do the right thing.

Communal Responsibility — I encourage others to do the right thing.

Values:

- RESPECT is demonstrated by respecting the rights of others and acknowledging your own rights and responsibilities to others in a respectful way.

- KINDNESS is demonstrated by helping out others for no reward
- PATIENCE is demonstrated by being able to wait calmly.
- COOPERATION is demonstrated by cooperating with others.
- FRIENDLINESS is demonstrated by being friendly and socially responsible, and including others in games and conversations.
- RESPONSIBILITY is demonstrated by making good decisions, being accountable and caring for others.

We focus on a different value each half term.

4.1 Everyone should:

- Feel safe
- Be heard
- Have their needs met
- Be treated with respect
- Be able to learn/teach without unnecessary interruption

4.2 All pupils:

- Want to learn
- Can learn to improve their behaviour

4.3 The responsibilities of our pupils are to:

- Attend school regularly and be prepared to work to the best of their ability.
- Treat others with respect
- Follow the school rules
- Allow others to learn
- Resolve disagreements in a peaceful manner.
- Meet the expectations set for them
- Give 100% effort

4.4 The responsibilities of our staff are to:

- Provide appropriate work and feedback in both curriculum and behaviour to allow pupils to make progress
- Keep the pupils IEP up to date - outlining their targets and supporting strategies
- Treat all pupils fairly and with respect
- Allow pupils to have their voice heard in appropriate ways.
- Promote safe practice
- Welcome back pupil(s) to class after a negative incident
- Accurately assess the pupils learning e.g. learning ability, learning style and level of achievement in order to support them to progress

- Meet the pupil's range of needs e.g. environment, equipment, seating, groupings,
- Know what motivates each pupil and use it to help him/her achieve
- Praise the pupils for their specific achievements
- Actively teaching the pupils positive learning behaviours so that they know what to do to ensure successful lessons
- Hear the message behind the word/behaviour; ask ourselves why the pupil is behaving in this way?

4.5 We support our pupils by:

- Our relationships with each other. We always need to provide good models of behaviour for our pupils, some of whom may have less helpful relationship models in life outside of school.
- Giving direct modelling of acceptable behaviour and suggest alternative ways of dealing with a situation
- The quality of our relationships with our pupils. These relationships are crucial. Each adult is a significant adult for our pupils.

4.6 To foster successful, enabling relationships we need to:

- Actively build trust and rapport
- Demonstrate belief in the pupil that they can succeed
- Maintain consistent boundaries for pupils
- Be definite in our responses. Do not offer "maybe" or "we'll see" as this can cause mistrust and anxiety
- Keep our word and do whatever we say we will do, rewards as well as consequences
- Identify the positive aspects of every pupil. Identify it with the child and build on it
- Apologise if we make a mistake
- Let go of our memory/feelings of a pupil's previous difficult behaviour.
- Educate the child to develop new techniques to respond more appropriately

4.7 The responsibilities of our parents/carers are to:

- Support the school with promoting positive behaviour
- Be an available point of contact to discuss all areas of their child's education
- Be available to attend school to discuss behaviour, support exclusions and reintegration of pupils

5. Base system

Pupils will be assigned a base classroom, a Form Teacher and a Teaching Assistant. The use of a base room will enable staff to meet pupils' additional needs e.g. emotional, sensory. Subject specialist teachers will teach core subjects within base classrooms, and pupils will transition to technical subjects to use specialist rooms e.g. Science, Art and Food Technology.

In order to ensure clarity for our staff and pupils, we have adopted some common routines for our classrooms, supporting a consistent approach to afford our pupils the best environment for success;

5.1 Regulation charts:

"To build a foundation for social and academic success, individuals need to develop emotional competence i.e., the regulation of emotional expressiveness and experience, and knowledge of one's own and other's emotions"

Regulating pupils is of paramount importance to our school, removing the reward from options to assist this is embedded around the whole school. Teaching a pupil who is 'angry, upset or anxious' is going to be ineffective and have no long term benefits, the best practice is to always address issues when the pupil is calm, content and happy.

Regulation charts are an emotional regulation we provide for our pupils and staff within the school. Both will use a named widget to provide a non-verbal way of communicating how they are feeling;

- 1 - Content
- 2 – Anxious
- 3 - Frustrated
- 4 - Angry
- 5 – Crisis

At the start of each lesson, 5 minutes is spent checking in on the pupil's chart. This is prompted by the Teacher and supported by the class Teaching Assistant. Pupils are encouraged to be honest in their responses and take responsibility to access an effective strategy to enable them to be ready to learn. We believe that pupils can't retain information and learn unless at a 1

on their chart, therefore regulated. If all pupils are regulated this is celebrated within the class.

- If a pupil is unsettled, staff will ask the pupil to use their regulation chart, and access a supporting strategy to help them get ready to learn, constantly reminding the pupil(s) that their strategies need to be effective in helping them. The boundaries of each should be set by the Teacher/TA. If a pupils strategy for a 2 is to have some fresh air, the expectation for its success is set by the Teacher/TA, "Yes you can have a break outside the classroom, but for 5 minutes, when you return you should be at a 1. If the strategy isn't effective then we will need to find an alternative that can help you better"
- Pupils can access a range of supporting strategies, at the desk, in the classroom, around the school or outside.

5.2 Strategies for supporting the use of regulation charts

- To always be visible on the wall within the base and supporting classrooms.
- To be regularly maintained and looked after by school staff

➤ Consistent use of the regulation chart

Assure even if all pupils are visibly regulated (at a 1) that we consistently allow time for a check in and celebrate each time this occurs. Supporting the pupils on the value and appreciation for being regulated.

➤ Consistent use of our own chart

Modelling appropriate behaviours is an important aspect of a pupil improving theirs. It is very important to show the pupils that they are not experiencing 'abnormal' feelings when dysregulated, it is human nature to feel anxious, worried, angry or upset.

It also allows pupils to support adults with our own strategies. Pupils will regularly take responsibility to help, if an adult has reached a state of dysregulation, providing them with a cup of tea, kindness, their art book or just meeting their own expectations.

➤ Refresh of strategies

Regularly removing all strategies from the pupil and staff charts. Spending a lesson revisiting them, allowing the pupils to pick new ones and opening up WIDGET to make customised ones. This allows the pupils to remove what

doesn't work, secure what does and get creative with finding news strategies to help them regulate.

➤ **Regular reminders that strategies have to help**

Thank you for checking in. Please access your strategies. Remember that I will ask you to join our lesson in 5/10/15 minutes and if your strategy has helped which I know it will. You will be ready to learn. If you are not then your strategy does not help you and we will have to find something better that does.

➤ **Set outcomes and remind of expectations**

"If you don't regulate yourself and allow us to help you, you are going to go into crisis and to keep you safe when this happens we are going to initiate a PI. I don't want this to happen because I know you are capable enough that you can let us help you"

➤ **Target and thank those that have 'checked in'**

If a pupil is not engaging with the chart and at any number 1/2/3/4 or 5. Thank those around and reward with something uncharacteristic "I am so proud of all you that have checked in, I am now going to delay the start of our lesson, you have all earned 10 minutes of free time"

This can encourage the pupil who is dysregulated to want to get their free time and also allow you to focus on them without having the responsibility of teaching for a limited period.

➤ **Predicting their number if not using the chart**

"I can see you are on a 3. However, your chart actually tells me you are on a 1 which is why I am still waiting for you to come and learn. If I am right please use your chart and I can then give you time to regulate yourself."

➤ **If visibly unregulated - use with caution, complete DRA. Avoid using without high knowledge of the pupil and/or a positive relationship**

"It is your responsibility to check in, what this is telling me is that you want to keep rising on your chart and eventually reach a 5, which is why you are refusing to access a strategy"

➤ **Predict usual coping behaviour - use with caution, complete DRA. Avoid using without high knowledge of the pupil and/or a positive relationship**

“So I assume now you must want to (example. Go into crisis and set the fire alarm off) which is why you are simply refusing to regulate yourself”. “I can’t help you unless you want to help yourself!”.

NOTE: These are proven working methods that help our pupils use and understand their charts.

5.3 School rules:

At the Observatory school we set the highest of expectations for staff and pupils alike. Our pupils thrive in the environment we create and strive to achieve each of the below every day:

We take pride in ourselves

- We wear full school uniform
- We wear our PE kits for PE lessons

We treat each other with respect

- We look after each other
- We are kind to each other

We are polite and use kind language

- We have good manners and we do not swear

We make healthy choices

- We do not smoke
- We do not have fizzy or sugary drinks in school
- Chewing gum is not permitted in school

We make good choices

- We use our strategies to help us
- We respect the personal space of others
- We hand our mobile phones in on arrival

We respect our school

- We do not damage anything in school
- We do not damage other people's things
- We take care of our environment

5.4 Home school link:

Each pupil will be given a home school link document at the end of each day. This will identify the details of the pupils day. Outlining the lessons they

took part in, what activities they did in the day, how they were feeling and if they had any struggles or positive actions.

We have different options available for home/school communication:

- Dojo
- Email
- Telephone

5.5 Pupil Supporting Strategies

➤ **Working for Stars**

Star Charts - Star Systems: Pupils have subject star charts in their lessons to work towards rewards. Examples of rewards are postcards home, badges, certificates and subject-based trips.

➤ **Sleuth Points**

Pupils receive a 'point' for achieving their learning objectives, their behaviour target, following classroom rules, achieving the term's value and gaining a post on the Wall of Fame in each of their lessons – which are collected on their working for star charts and Sleuth

➤ **Certificates**

- Bronze
- Silver
- Gold

➤ **Achievement Cards - celebrating instant success**

Some pupils may have personalised Achievement Cards. These cards have individualised targets on and are a visual aid for pupils to see their own successes.

➤ **Special responsibility jobs for pupils**

- School Councillors
- Peer Mentor
- Head Boy and Girl
- Star of the week class leader
- Lunchtime Monitor

➤ **Badge system**

Badges are rewarded throughout school and for different reasons. Pupils can earn subject badges in lessons through the 'Star System'. They can earn 'Values' badges by achieving the terms Value. They earn Headteacher Award Badges for work across the school and Merit badges for their Star of the Day achievements. Pupils can also earn 'Headteacher Award' stickers for getting their work on The Wall of Fame.

5.6 Staff strategies:

Teachers and support staff will use a range of strategies to ensure effective positive behaviour management, some of these are below;

➤ **Positive Feedback-**

Always deliver feedback as close in time to the event as possible. Be specific in your comments ...

Unlike negative feedback, positive feedback can be delivered in front of others, if you think they'll benefit as well.

"Thank you for those who are sitting down and ready to learn"

➤ **Choice Direction -**

It is important to highlight to the child the certainty of the consequence rather than the severity. "If you continue to do this...this is what will happen"

➤ **When then Direction -**

"When you finish cleaning up your area, then you can move on to the computers" This works much more effectively than 'Do what I say!' command language.

➤ **Repair & Rebuild -**

As soon as our pupils are settled, we tackle the situation head-on. Say simply, "Yesterday I was unhappy with the way you behaved during English, and I handled it poorly. I lost my cool and I'm sorry."

Note: Apologising is as much for you as for them. It also provides a model for your pupils and is the quickest way to right the ship.

➤ **Distraction/ Diversion -**

With low-level disruptions such as chattering that distract from a task, the teacher may redirect attention with casual polite questions such as "How's the work going?", "Do you need a hand?", "Where are you up to?", "Do you have any issues?".

➤ **Using positive language -**

Instead of "will you stop talking" you say "I'd like everyone listening, please".

➤ **Providing choice**

By offering two positive outcomes, such as "put that on my desk or in your bag", pupils retained a level of control, allowing them to follow instructions on their own terms.

➤ **Holistic view to behaviour -**

Characterising by the treatment of the whole person, taking into account mental and social factors, rather than just the symptoms of their condition

➤ **Partial agreement**

When faced with an excess of excuses, the simple phrase, "I understand, but I need you to..." is empathetic and assertive in equal measure. By showing an interest rather than dismissing concerns, the risk of comments such as "you don't care" is reduced and interactions become less antagonising.

➤ **Tactically ignore -**

Use planned ignoring. Ignore the child behaving inappropriately and praise a child nearby who is behaving appropriately.

➤ **Set Clear Expectations -**

Give clear, precise instructions.

➤ **Positive Correction -**

Instead of saying "Ben! Stop turning around and distracting Jane!", say "Ben...(pause to gain attention)...I'd like you facing this way and getting on with your work...thanks"

➤ **Private Reprimand -**

Avoid audiences. Speak to the child about inappropriate behaviour privately

➤ **Avoid pleading**

Saying "Thank you" is more effective at closing down a conversation than "please" reducing confrontation and providing the expectation to the pupil.

➤ **Take the blame/Apologise -**

"This must be my fault, I didn't explain it very well".

➤ **Encouragement -**

Show the pupil that they are capable. This pupil might want you to do everything for them - "learned helplessness". Do not 'rescue' as this is unhelpful. Encourage the child's attempts, not the end product. They are capable.

➤ **Praise and Rewards -**

"You have all applied yourselves fantastically, I am going to allow for the lesson to finish 5 minutes early. Thank you."

➤ **Tactical low key praise -**

Certain pupils will not want to appear to conform and so a 'quiet word in the ear' will be more effective than praise in front of the whole class

➤ **Focus on those meeting the expectations -**

Praise appropriate behaviour which is taking place nearby, to a pupil who is not meeting their expectations

"What gets attention will increase." Acknowledge and reinforce appropriate behaviour.

➤ **Tactical Pause -**

"Michael" pause..."David"...pause..."Could you face this way and listen, thanks."

You gain their attention, with eye contact, before you say what you want to say.

5.7 Additional Base Systems

Certificate System

Star of the Day certificates will be put into three categories and will be worth different amounts of points.

- Bronze = 1 point
- Silver = 2 points
- Gold = 3 points

For pupils to attend a rewards trip on a Friday then they must collect a minimum of 8 points between a 5 day period commencing on a Thursday and finishing on a Wednesday. Each certificate has different criteria for the pupils to meet. The reason for the change is although we do promote positive behaviour at all times, what is expected for one pupil to achieve could be unlikely for another pupil and therefore giving them high expectations they are unlikely to meet.

TAs will keep a track of the running points total each week and remind pupils how many more points they need to achieve to be able to get on a trip. Providing this incentive will help support pupils' behaviour. TAs will also remind pupils of their good choices and what positive things they need to put in place to get a place on a trip e.g. reminding them completing work all day will help them achieve a gold certificate.

Please see criteria below for what each pupil must do (or not do) to achieve this certificate.

➤ Gold certificate – 3 points

Attend every lesson and meet the learning objective of that lesson. Attend assembly and follow the expectations set out whilst there. Demonstrate positive behaviour throughout the day. This includes:

- No kicking doors or walls
- No damaging or throwing equipment around school
- No physical aggression towards peers or staff members.
- Follow the school rules
- No climbing on the roof
- Act accordingly to the school values e.g. kindness

- Meet expectations during dinner time e.g. stay seated whilst eating food and follow the timetable as directed by staff.

If a pupil collects 5 gold certificates within a week, they can submit these to become a gold pupil the following week where they will get extra responsibilities, a gold pupil of the week display card and if applicable items that they might want such as special badges, a set of keys, a pupil radio (which they can use to communicate with chosen staff) etc.

➤ **Silver certificate – 2 points**

Attend every lesson and meet the learning objective of that lesson. Demonstrate positive behaviour throughout the day. This includes:

- No damaging or throwing equipment around school
- No physical aggression towards peers or staff members.
- Follow the school rules
- No climbing on the roof

For this certificate however there will be allowances for some behaviour. If a pupil has had a difficult period e.g. dinner and found it difficult to stay seated and started to kick doors or shout across the room but the remainder of their day was a success then they will be awarded the silver certificate. Likewise if their assembly was unsettled as they hadn't regulated since arriving at school but the rest of their day was settled then they too can be awarded this certificate.

This certificate can also be used if a pupil goes into crisis due to an issue not their fault e.g. if antagonised by another pupil.

➤ **Bronze certificate – 1 point**

This certificate can be used to highlight some success or a good choice within a day. If a pupil had a difficult morning but then managed to turn their afternoon around then they can be awarded this certificate. Likewise, if they had a fantastic start but then there was an incident at break and despite strategies in place, they never managed to fully self-regulate then this certificate can be used to highlight the positive choices made throughout

the day so as to not dwell on the negative ones. There will be times still when no certificates can be distributed to a pupil. This could include:

- Committing offences such as physical aggression, purposeful setting off of a fire alarm, bullying etc
- Climbing on the roof. It is key, however, to treat each pupil independently and to consider the reasons for their behaviour.

5.8 Expectations management system

However, even with our supporting systems a pupil might continue to struggle, Our strategies are aimed at providing as much early intervention to pupil's - to be proactive in avoiding crisis behaviours.

Expectation reminder system

The expectation reminder system detailed below is to support teachers, if a pupil is disrupting or holding up the learning and is used when;

1. Early intervention hasn't worked
2. The pupil has struggled to regulate themselves independently or with adult support

The following is then applied;

- **3 pre expectation Lines to be drawn on board (providing visual aid for the pupil)**
 - Set expectations and be clear how they will lose a line
 - Remind of the importance of the regulation charts, encourage use.
- **A verbal reminder that the pupil isn't meeting their expectations**
 - Be clear what happens next, assure you have the pupils attention.
- **1st Expectations reminder**
 - Revisit their regulation chart, set your expectations for it and what you want for them to do now. "Don't worry about joining us, I am happy if you sit on the couch and listen"

- Fresh achievable expectations can be set - lean onto the pupils personal preference i.e responsibility/jobs, allow access to a chosen task - continue with art work.
- Make reasonable adjustments to work. I.E maths - does not want to do fractions but is highly motivated by algebra

- **2nd -Expectations reminder**

- Revisit their regulation chart, set the expectations for it and remind of effectiveness. Move your own number to make visible the effect this behaviour is having on you - access a strategy

“Please communicate to us what number you are on, if I don't know I have to assume you are on a 1 (regulated) and I will still try to teach you”

(If applicable a key adult for the pupil should be called on the radio or change of face requested. Staff to stop the request of learning as the pupil is dysregulated and not in a ready to learn state.)

- **3rd - Expectations reminder**

- **STOP**

Teacher to remove themselves from a conversation with this pupil. Direct the TA to support. Simple “Miss/Sir can you please try to help Joseph, Please let him know that I am proud of him as always and I am available all day if he wants to chat with me, but right now I am not the right person to help. All I want for him is to feel better ”

TA to support the pupil. No reminder for current dysregulation to be used. Fresh face support, “what can I do to help you, do you fancy playing a game, we could go on a walk. Do you want to see the headteacher and get ourselves a hot chocolate”

We reward our pupils and consistently encourage appropriate positive behaviour. However, what we focus on is regulating them and educating them when they are ready to learn. A pupil who is dysregulated will not retain information. Hot chocolate in this instance is not supporting their ‘negative’ behaviour but allowing ourselves to get them ready to learn, so we can

teach them a better, more appropriate way of dealing with a situation. Calmly and effectively.

Disclaimer: Expectations reminders will refresh each lesson; as we provide our pupils with a 'fresh start' approach each lesson. They will not be carried throughout the day, and are not a form of reparation.

6. SLEUTH

SLEUTH Behaviour Tracking Software All staff at The Observatory School are trained in the use of Sleuth behaviour tracking software. For each pupil, positive and negative incidents of behaviour are recorded using the system throughout every school day. This allows staff to build up an accurate behaviour profile based on the accurate and detailed information recorded for each pupil.

Teachers are required to record positive points on Sleuth daily. Once a pupil has received a reward, it cannot be removed for subsequent challenging behaviour. Teaching Assistants are required to record negative incidents that occur throughout the day.

7. REWARDS SYSTEMS

At The Observatory School we promote positive behaviour management using an assertive, calm and understanding approach.

Praise, recognition of effort and achievement, increase pupils' self-confidence and motivation and result in improved learning and behaviour. A wide variety of rewards are used, such as:

- Praise from the subject teacher, form tutor or senior staff
- A telephone call or a postcard/letter home
- Weekly Rewards trips/leisure activities
- After School clubs
- Wednesday and Friday whole school socials
- Trust and high expectations
- Putting good examples of work on display
- Verbal or written praise to parents about their child
- Individual recognition and awards during Awards Assembly
- Half term reward trips for being in the Top Ten of stars achieved
- Sharing good work with senior staff and on the Wall of Fame
- A news story on the website for exceptional achievements

8. What's next;

If a pupil is struggling within the classroom environment, we have a series of support available, to learn, repair and help the child overcome their social and emotional barriers. Either directly for our pupils or for teachers to seek support through:

In the first instance form tutors will consult with our SENCo and/or SLT to decide upon the appropriate next steps. During this consultation period the pupils IEP will be reviewed alongside their BOXALL & EHCP to assure current strategies to support are accurate:

First Action:

- SENCo/SLT support (IEP & key document assessment)-

Following this process there are a multitude of options available for our staff and pupils:

- Restorative practice
- Mentoring
- Learning Mentor support
- Staff meeting action plan
- Positive jobs within school (i.e caretaker)
- Allocation of a peer mentor
- Fresh start - a rethink of strategies
- SLT support
- Parent/carer meetings
- Positive person intervention
- Therapeutic intervention
- School support
- Educational psychologist
- Pastoral team
- CAMHs
- Pupil support action plan
- Pupil expectation contract
- Referral to occupational therapist
- Intervention timetable
- SEN based intervention

- EHCP revisit
- Guidance & Counselling
- Personal and Social development activities
- Referral to external agencies
- A reduced timetable
- Alteration to the school day
- Alternative curriculum provision/plan

If the above options have been exhausted then this will trigger our next steps:

- Emergency review- make that a next step?
- Change of form - make that a next step?
- Application for further support

If we have used all other options available, and haven't been able to rectify the situation, then we reserve the right to seek further support through;

- SAFER SCHOOLS Police Officer/Partnership

8.1 Restorative practice

Restorative practices are embedded throughout our school and can be used directly after an incident, the next day or through different means. We build and direct our pupils to make the right choices for themselves because that is what they want to do. Not through fear of consequence but pride in meeting high expectations. Constantly asking why and encouraging them to figure out the steps that were inappropriate and the correct stages moving forward.

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

For example, Bill has hurt Ben in the playground. They sit down together with a teacher who helps Max think through the above questions:

- What happened? *'I tripped Ben up in the playground.'*
- What were you thinking and feeling at the time? *'I was angry because he laughed when I fell over playing football.'*
- What have you thought about it since? *'I'm still annoyed that he laughed but I feel bad that he got hurt.'*

- Who has been affected and in what way? *'Ben grazed his knees and it made him cry. He had to stop playing football because it hurt too much.'*
- How could things have been done differently? *'I could have told Sam that I was angry that he laughed at me and asked him not to. I could have walked away and found someone else to play with.'*
- What do you think needs to happen to make things right? *'I need to say sorry to Ben and try not to lose my temper next time.'*

Sam is also asked the same set of questions. This helps him identify his part in what happened, and communicate how Max's actions affected him.

In another situation, Joanne was continually chatting and distracting the children on her table during a math lesson. After the lesson, the teacher asks:

- What happened? *'I was talking too much in maths.'*
- What were you thinking and feeling at the time? *'I was bored because I don't like maths.'*
- What have you thought about it since? *'I'm sorry I disturbed the class but I didn't understand the work.'*
- Who has been affected and in what way? *'I stopped my friends from doing their work and I made you [the teacher] cross because you had to keep stopping to tell me off.'*
- How could things have been done differently? *'I could have put my hand up and asked you to explain the problem to me.'*
- What do you think needs to happen to make things right? *'I need to say sorry and ask you to show me how to do the work.'*

'Exactly what restorative practice looks like will depend on the children's age; for example, with very young children, teachers might use puppets to encourage them to talk about their feelings in a safe way,' says Chris.

'The important thing is that you're not pointing the finger of blame, so children don't get defensive.'

8.2 Learning Mentors

Learning mentors help pupils overcome behavioural, social or emotional problems that are affecting their learning. Learning mentors work on a group or one-to-one basis with pupils ... working with school staff to select pupils for mentoring. Learning mentors can also help pupils catch-up with their lessons

and apply any interventions needed in order to help the pupils get back on track.

Personalised Support Programme (PSP)

The PSP is an off site provision for pupils who cannot access education within the school building. Our third Learning Mentor manages the provision provided for our pupils accessing the PSP.

9. Negative Behaviour Strategies

9.1 De-escalation

De-escalating pupils is our most effective method in minimising high-level behaviours and reducing the need for physical intervention

It is of critical importance that we know how to deescalate all of our pupils and essential working strategies are shared throughout the school. So, all staff that are requested to help that pupil is equipped to do so.

Every pupil is an individual and throughout each day this becomes more apparent. We have established a varied range of techniques to help like;

- Setting clear and direct expectations
- Distraction
- Appropriate humour
- Change of face
- Asking for their help or support
- Offering responsibility once they have regulated their emotions
- Providing achievable expectations
- Directing aggression appropriately (i.e punching bag)
- Providing safe materials to 'destroy' such as paper
- Clearing the audience
- Having knowledge of 'favourite' person, and freeing them up to help
- Modelling of their behaviour

9.2 Aim

While we strive to deal with behaviour in a positive manner, we also understand that at times it is not appropriate to ignore negative behaviour,

particularly if it is affecting the safety of others or impairing their opportunity to learn.

Staff are expected to speak to pupils in a calm manner, referring to the behaviour that is causing concern and where possible, by reminding them of the school rules or their individual targets. The inappropriate behaviour should be discouraged by reminding the pupils of what they should be doing and offering suggestions of alternative, more appropriate actions. This non-confrontational method gives the pupil a choice and encourages them to take responsibility for their behaviour.

Adults need to make professional judgements (Dynamic Risk Assessment) based on their experiences and the knowledge of the individual pupil when dealing with difficult situations. Due to the nature of the pupils attending our school, behaviour can very quickly escalate and become unmanageable for that pupil. In these situations staff should stay calm and follow TEAM TEACH de-escalation training using verbal strategies to try and diffuse the situation and avoid it becoming confrontational. Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- Appear calm and self-assured
- Use a quiet voice
- Maintain a neutral facial expression
- Use neutral language and keep it to a minimum
- Avoid invading personal space unless necessary
- Avoid prolonged eye contact
- Stand still
- Allow space
- State expectations clearly
- Remind pupil(s) of the consequences (use cautiously)
- State what will happen next
- Remove the audience
- Consistency of approach from all adults
- Give the following messages to all pupils "You are responsible for your own behaviour" "you are capable of making the right choice"

If a pupil is requiring a high number of physical interventions from staff, we are proactive in assessing why this is happening? How does the child react in a PI, are they seeking adult attention, security or attempting to meet their sensory needs. There could be an underlying reason like they are unhappy in their

environment, having difficulties at home or their supporting strategies do not help them. It is of paramount importance that we ask these questions consistently so we can limit the need of PI's to the most extreme of situations.

In incidents where positive physical intervention is required, staff should again remain calm and communicate with each other following the guidelines set out in the Positive Physical Intervention Policy.

It is expected that most behaviour issues will be dealt with by staff in the classroom. However, it is also understood that due to the severity of the behaviour, or other issues surrounding the pupil, more support might be required. The first port of call for staff for help in resolving behaviour issues is the Learning Mentors or any other staff available.

If a pupil exhibits behaviour that involves criminal damage, assault or harm to themselves or others, the incident should be recorded and referred to a member of the Senior Leadership Team (SLT). These incidents may result in exclusion or internal intervention for the pupil. Exclusions, internal intervention and after school detentions must be sanctioned by a member of SLT. The school is currently trying to reduce the number of external exclusions, so capacity for internal intervention will be developed and it is hoped that external exclusions will be reserved for the most extreme cases. However, each and every reparation must be effective, if multiple numbers of internal exclusions are requested for an individual pupil. We will ask the question, is this the best way to educate this pupil?

There are a hierarchy of interventions in place within this policy that need to be consistent but flexible according to the needs of pupils. Any inconsistency will result in pupils struggling to learn how to manage their behaviour and understand what is expected of them. Consequences should reflect the severity of the problem and be meaningful, fair and rational. Sometimes it is good practice to delay the decision of a consequence until the emotional effect of the incident has decreased. Ideally, where possible, in the first instance a restorative approach to the incident will have a greater impact on resolution and moving forward. Our main priority is finding the antecedent to our pupils 'difficult' behaviours. Removing/supporting the cause is the best way to address the symptom.

In regards to bullying, we have zero tolerance and The Observatory School has a separate policy that needs to be adhered to.

Charges may be made for damage to the building and in extreme cases, the police may be called. If a child is intentionally injured by another pupil, it is the responsibility of the parents/carers to call the police following discussions with the relevant staff.

All pupil personal belongings need to be handed in each morning. If any items found that are viewed to be dangerous or illegal these will be confiscated or handed into the police. These include knives and weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

10. Therapeutic Interventions

Therapeutic interventions are designed to meet the needs of individual pupils, and are implemented to improve the well-being of individual pupils. There are a range of reasons why a specific therapeutic intervention may be timetabled for a pupil, though The Observatory School places heavy emphasis on emotional literacy, and self-regulation skills, which are embedded throughout the curriculum along-side regular sensory breaks

Examples of additional therapeutic intervention that may be implemented within the school are:

- 1:1 support funded by the local authority
 - Individually planned timetable focused on pupil need and interest, as a supportive measure to help a struggling pupil to cope with the demands of the classroom.
- Pro-active interventions, actioned by any member of the school staff when it is identified that a pupil is struggling to self-regulate
 - This may include:
 - A walk and talk
 - A drink and a chat
 - Snack
 - Time out of class
 - 1:1 time with a key member of staff
 - Games
- Planned/unplanned access to the sensory room
- Planned/unplanned access to sensory equipment
- Sports
- Learning mentor intervention

11. Staff Support

We understand that working with pupils with SEMH is a particularly challenging career and staff may sometimes need support themselves. The school is committed to supporting staff by:

- Providing relevant and suitable training in order for all staff to deal with the demands of their role.
- Providing opportunities for staff to work with other colleagues and share good practice.
- Ensuring a high profile of behaviour management support.
- Providing confidential and unbiased advice and support for staff experiencing difficulties.
- Provide supporting wellbeing action plans for staff
- Staff supervisions
- RJ to build bridges after incidents between staff and pupils.

Pupils who have been found to make malicious accusations against school staff will have a meeting with parents/carers on the first instance. Subsequently, the pupil will be closely supervised and risk assessments updated, this will also be the case for pupils already known to make accusations in other settings.

12 .Specific School Reparations

(To behaviour policy team - we went through this in the meeting as the first area we developed.

| | |
|---|---|
| <u>SMOKING</u> | <ol style="list-style-type: none">1. Reported to parents via a telephone call.2. Letter sent home3. Meeting with parents and pupil. |
| <u>GOING ON SCHOOL ROOF</u> | <ol style="list-style-type: none">1. Parents into school for a health and safety meeting |
| <u>SETTING OF THE FIRE ALARM</u> | <ol style="list-style-type: none">1. Reported to parents via a telephone call.2. Letter sent home3. Meeting with parents and |

| | |
|--|---|
| | pupil. |
| <u>VIOLENCE AND AGGRESSION</u> | Teacher to work with SLT in deciding upon the best steps to help the individual pupil 1. Pupil to have a meeting about their behaviour 2. Parent meeting 3. RP offered |
| <u>Any act of outrageous behaviour</u> | 1. <u>Exclusion (F/T or Perm)</u> |
| <u>Any continuous acts of negative behaviours not modified by the scope of the policy</u> | 2. <u>Exclusion (F/T or Perm)</u> |

Exclusion From School Policy

Where the behaviour policy refers to exclusion, the following policy is explicit:

Underlying Principles

The Observatory School is an inclusive school committed to equal opportunity for all. It is felt that exclusions of students from the school, whether fixed term or permanent, are damaging to both the student and the whole school community.

Consequently, a student will only be excluded when other strategies have not been effective over time in dealing with persistent breaches of the behaviour expected, or when there has been a single, clear and serious breach of discipline, or if allowing the student to remain in the school would seriously harm the education or welfare of the student or other students in the school.

The school follows the legislation referring to exclusions as stated in the Education Act and "Exclusion from maintained schools, Academies and pupil referral units in England" guidance issued by the Department for Education.

Objectives

This policy has been compiled to provide all stakeholders with a clear framework to enable the effective handling of student exclusion issues and to inform all stakeholders of the procedures.

Guidelines

A student can be excluded if:

1. The student has committed a serious breach or persistent breaches of the school's behaviour policy.
2. The student is accused of a serious criminal offence and a police investigation is ongoing, or on the balance of probabilities there is a foreseeable risk to stakeholders.
3. The student's presence in the school represents a serious risk to the health and safety of other stakeholders
4. Behaviour outside of the school, where the school can reasonably show that the behaviour is sufficiently serious to affect the stakeholders in school.
5. Behaviour that brings the school's reputation into disrepute

Other types of absence from school:

1. A student may be refused admission to school for breaches of uniform code, this absence will be regarded as an unauthorised absence. This is not an exclusion. In such cases, parents or carers will be informed before the student is sent off the school premises.
2. If a student refuses to be screened for possession of offensive weapons, that student can be refused entry into school. This is not an exclusion but an unauthorised absence.

The Exclusion Procedure

The exclusion of a student is an extreme measure and is only administered by the Headteacher or in the absence of the Headteacher whoever is deputising for her/him. The Law of the United Kingdom allows a Headteacher to exclude a student for up to 45 school days in any one school year.

Exclusions, whether fixed-term (usually 1-5 days but could be longer), or permanent, may be used where a student has displayed unacceptable

conduct which infringes that which is deemed to be acceptable in school. A student will be excluded immediately if there is an immediate threat to the safety of others in the school.

- Fixed-term exclusions

It is expected that most exclusions will be of a short (1-5 days), fixed-term nature. During an exclusion of up to five days the school will set work for the student and arrange for it to be marked. From, and including the sixth day of the exclusion, The Observatory School will arrange full time education for the student.

A fixed period exclusion may be extended or converted to a permanent exclusion, in line with the statutory guidelines where further information about the incident comes to the attention of the school during the course of a disciplinary investigation. A new exclusion can be issued during a fixed term exclusion if a new matter comes to light during a disciplinary investigation.

- Permanent exclusions

A decision to exclude a student permanently will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy and if allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school.

Prior to a permanent exclusion a thorough reporting investigation will precede the exclusion and, in the case of exclusion on the basis of persistent breaches of the behaviour policy it must be clearly shown that a range of strategies have been tried without sufficient success.

In the case of a single serious breach of discipline the Headteacher may decide to exclude a student without having tried a range of strategies.

In every case, all the evidence is carefully assessed and collated. Records are kept of all exclusion proceedings.

A student is allowed and encouraged to give her/his account of events. Staff investigate the causes of the incident fully.

In all cases where permanent exclusion is a possibility the LA is

contacted and a meeting arranged with a member of the senior leadership of the school.

All exclusions are treated in the strictest confidence on a 'need to know' basis.

Any student who is permanently excluded will not be removed from the school register until after any requested review has been completed, or the deadline for requesting a review of the decision to exclude has passed without a request being made.

Involvement of the Governing Body

The Governors' Student Exclusion Panel and Exclusion Review Panel will consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term (a lunchtime exclusion counts as 1/2 school day in determining whether a governing body meeting is triggered) or
- it would result in a pupil missing a public examination or national curriculum test.

The Chair of Governors will be informed within one school day of any exclusions meeting the criteria above, and convene a panel. The school will provide a copy of the letter sent to parents.

In addition, the Headteacher will inform the Chair of Governors of exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term, and the school will provide a copy of the letter sent to parents.

A summary of exclusions will be reported to the full governing body once a term.

Notifications include the reasons for the exclusion and the duration of any fixed-period exclusion.

Involvement of the student's parents or carers in an exclusion

In the event of an exclusion being carried out the student's parents are notified immediately by telephone where possible and then by letter.

The school will write to the parents notifying them of their duties during the first five days of the exclusion. (The parents are obliged to ensure that the student is not present in public during normal school hours without reasonable justification. Failure to comply with this may lead to the parents being prosecuted).

The Headteacher will arrange a reintegration interview with the parents of the excluded student for any exclusion. The student is expected to be present for all or part of the interview. A Parenting Contract may be offered to help the parents take responsibility for their child.

Informing the local authority

The Headteacher must, without delay, notify the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

For all other exclusions the head teacher must notify the local authority once a term.

Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion.

For a permanent exclusion, if the pupil lives outside the local authority in which the school is located, the head teacher must also advise the pupil's 'home authority' of the exclusion without delay

