

Positive Behaviour Policy



VENN
BOULEVARD
CENTRE

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
Claire Patton	Governors	1.4.2019	1.1	As necessary
Claire Goodaire	Governors	2.7.2020	1.2	As necessary
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At the Venn Boulevard Centre want our Positive Behaviour Policy to reflect our insight into the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning. We incorporate a holistic, whole person approach to ensure we are reflecting and planning for all the needs of all our learners with complex layered needs. This includes learners with Severe Learning Difficulties, Moderate Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, Physical Needs, and/or Social Emotional Mental Health Needs.

The behaviour policy supports the way in which all staff and students can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. We do have rules, but our Behaviour policy also promotes good relationships. We expect everyone to behave in a considerate way towards others.

Many of our pupils need to be shown what desirable, good behaviour looks like.

- Behaviour can change and every pupil can achieve some measure of success;
- Disapproval of unacceptable and inappropriate behaviour should not represent disapproval of the pupil as a person;
- Recognition of behavioural and academic improvement and success is more likely to achieve change than apportioning blame and administering sanctions. Without the belief that behaviour can change, any concept of 'success' with our pupils will not be achieved.

Acceptance of the value of the pupil as a person has to be maintained, though disapproval of the behaviour that is sometimes produced needs to be communicated positively.

Aims

This policy aims to help children and young people grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of society. We reward good behaviour as we believe it will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

To provide a simple, practical code of conduct for staff, learners and parents which:

- Recognises behavioural norms;
- Positively reinforces behavioural norms;
- Promotes self esteem and self discipline;
- Teaches appropriate behaviour.

Inappropriate behaviour is likely to occur when learners lack a sense of purpose and/or structure and are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. Certain measures can be employed to prevent these and other potentially damaging situations from arising.

At Venn Boulevard Centre we believe that:

- Our learners want to behave well.
- Behaviour is a means of communication – we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred way to communicate, sometimes this may be with a different adult.
- With the right support and interventions, learners can learn to self-regulate and manage their own behaviours.
- Mistakes are part of the learning process and we recognise that our learners are at different stages of development.
- All of our learners have complex needs which impact on how they manage their behaviour.
- All staff must be given the opportunity to learn, understand and have insight into why our learners become dysregulated, and reflect on how/why it impacts on their behaviour.

The resources, interventions and learning consist of:

- A variety of individualised and accessible modes of communication
- Clear and realistic expectations
- Rules and Boundaries
- Routines
- The language of choice
- Rewards and consequences
- Reparation where possible and appropriate
- Descriptive praise
- Fair and predictable responses to both positive and negative behaviours

Staff should aim to create a calm atmosphere that is conducive to work and learning by:

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

- Planning adapted learning experiences that are relevant to the learners' academic and social needs;
- Offering varied tasks that are sufficiently challenging and achievable;
- Demonstrating flexibility where planned activities fail to engage;
- Teaching with appropriate pace; ensuring that there is a clear sense of progression;
- Give careful consideration to the classroom environment to optimise learning and avoid potential behavioural triggers.

During the lesson staff should:

- Set clear learning outcomes, attainable in the time available;
- Model tasks clearly with explicit success criteria;
- Encourage learners by offering appropriate praise, help and explanations where necessary;
- Monitor progress;
- Correct errors in ways that emphasise the learning opportunities they present;
- Give personal feedback to learners on all progress made academically and socially.

The recognition of achievement is important. Reward learning and endeavour by:

- Using spontaneous praise;
- Informing staff and peers of progress in the learner's presence;
- Asking the learner to share their work with others;
- Collecting important pieces of work for learner achievement portfolios;
- Displaying work prominently and attractively;
- Giving awards;
- Informing parents of positive experiences and achievements.

It is preferable to prevent unwanted behaviour from occurring. Dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved. This principle is relevant to all aspects of work, both academic and social.

Protocol for rewarding behaviour in school:

- A completed **PEARL Points sheet** equates to one stamp on the **Big R**. PEARL points can be awarded for presentation; effort; attitude; readiness; listening
- Stamps on the **Big R** are accumulated to buy class rewards.
- Reflections are completed throughout the day and at the end of each day with reference to 8 Executive Functioning skills
- Certificates and awards are given during assembly.
- Certificates and awards throughout the week in 'wow' moments.
- Love to shop and books from the vending machine can be earned on recognition or commendation. This is for something **extraordinary** and personalised to that student. Senior Leaders will decide who receives a token for a free book to keep from what they have been informed about and have observed.
- Personalised behaviour systems may be introduced to motivate disengaged students however teaching staff must obtain consent from Senior Leaders before proceeding with this.

- Good pieces of work should be brought to SLT – Senior Leaders will praise this work and will call and/or send home a certificate.
- Students may use **personalised reward systems** such as collecting stamps or marbles in a jar, bespoke to their interests and needs. For some students with learning differences a reward system based around their interests or broken down into smaller more achievable chunks may be necessary.

All staff across the school require permission from the Senior Leadership Team when introducing individualised behaviour plans and/reward systems to ensure this aligns with our values and ethos.

Personal, Social and Health Education

The impact of the PSHE curriculum upon behaviour cannot be underestimated. The PSHE curriculum is utilised to reinforce emerging issues such as bullying, relationships, self-image, aggression, families, community and citizenship amongst others.

Staff Training

Venn Boulevard Centre ensures that their staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation.

The role of the staff

It is the responsibility of all staff to ensure that the rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Our team works together to make sure we uphold a positive and restorative ethos. Staff must refer to the non-negotiables to ensure they are complying with all high expectations.

Referrals to the Life Coaches in school or to the SENDCO can be made using the correct proformas.

The role of parents and carers

The role of parents is crucial in helping Venn Boulevard Centre develop and maintain good behaviour. To support Venn Boulevard Centre, parents/carers should be encouraged to get to know our behaviour policy and, where possible, take part in the life of the school and its culture. Parents/carers have an important role in supporting Venn Boulevard Centre's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent/carer has a concern about management

of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Venn Boulevard Centre has a whole-school approach by building and maintaining positive relationships with parents/carers, for example, by keeping parents/carers updated about their children's behaviour, encouraging parents/carers to celebrate pupils' successes, or holding sessions for parents/carers to help them understand the school's behaviour policy.

It is important to work jointly and plan with parents and carers to ensure consistency in our approaches between home and school. Positive behaviour plans are co-created with parents, the team around the child and are regularly reviewed.

- Teaching staff to send home postcards weekly for significant achievement in their **effort in learning** i.e. "Scientist of the Week". These should be handed to the office Friday morning to be posted out that day.
- Phone calls must be made to families and recorded on a contact log

Working with other professionals

It is important to ensure we are working collaboratively with other therapists and professionals working with learners to ensure their input into planning and strategies e.g. speech and language therapists, occupational therapists or CAMHS. It is also the class team's responsibility to share any needed information or strategies with other teams to ensure consistency in strategies and enabling learners to regulate and managing their behaviour in different contexts, lessons and environments.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Venn Boulevard Centre has high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Venn Boulevard Centre will consider whether a pupil's SEND and mental health needs has contributed to the misbehaviour and if so, whether it is appropriate to sanction the pupil. It is important for the school to seek to try and understand the underlying causes of behaviour and whether additional support is needed and further adaptations needed.

Step 1 - Dealing with Problem Behaviour and De-escalation Strategies

Low-level disruption and problem behaviour should be responded to when it occurs by the staff present at the time and will not necessarily need special intervention or advice from others. Examples of De-escalation Strategies can be found in the Table below. These strategies are also highlighted as part of the TEAM TEACH's approach to managing behaviour.

REMEMBER the positive relationship you have with the pupil
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Listening and assessment of what is being said, behaviour, actions of others
Distract attention
Divert to another task
Calm voice
Change seats
Praise/Rewards
Offer choices
Offer time out
Utilise SMSA and Life coaches
Consider SEND/Mental health
Consider emotional state and regulation
Sensory diet – is a break needed?
Well structured lesson
Fairness
Consistent approach
Body language
Patience
Empathy
Flexibility
Use Team Teach script

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred, our pupils are at various stages of their mental journey and recovery. All of our staff are secure in their knowledge that on some occasions, adaptations to expectations, rewards and sanctions may differ from one child to another, we as a team consider the child as an individual.

Venn Boulevard Centre will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Step 2 - Challenging Behaviour

Venn Boulevard Centre may sometime cater for pupils with emotional and behavioural difficulties associated with their special need or mental health needs. There will, at times, be pupils whose behaviour is more extreme and challenging. If a

pupil is exhibiting such behaviour, the appropriate response will to some extent depend upon its exact nature, the contributing factors and strategies used so far.

- Staff present should explain to the pupil that there will be a consequence for this behaviour,
 - SLT will support staff and the pupils to feel safe
 - The outcome will then be discussed in debrief with the staff team followed by a phone call home or to the Virtual Head for a looked after child.
 - Where circumstances arise that endanger the safety of a pupil or staff member, the school should act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.
- Stay back (detention) can be used by teachers as a sanction with permission from SLT and parental permission. A minimum of 24 hours notice must be given to the parents.

The removal of enrichment, educational visits and external experiences as a sanction is not permitted unless in extreme circumstances i.e. safety. This is to be decided only by a member of the Senior Leadership Team.

Suspensions and permanent exclusions

The Head may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head may exclude a child permanently. Some of our pupils have a history of exclusion and we work hard to avoid these situations.

Behaviours out of school

Venn Boulevard Centre has the power to sanction behaviours outside of school premises. Conduct outside the school premises including;

- Online conduct
- Harassment of staff

Venn Boulevard Centre may sanction pupils;

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that poses a threat to another pupil; or that could adversely affect the reputation of the school.

Suspected Criminal Behaviour

Venn Boulevard Centre will advise parents/carers to inform the police if there is suspicion of criminal offence. If Venn Boulevard staff witness a criminal offence or are informed of suspicion of a criminal offence by one of our pupils, the police will be contacted.

Drug and alcohol related incidents

It is the policy of our setting that no pupil should bring any drug, legal or illegal, onto the premises.

We take very seriously any misuse of any substances such as glue, other solvents, or alcohol. The parents/carers of any pupil involved will always be notified.

If any pupil is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and other agencies informed. Police and social services will be informed. Any student who is found to have brought to school any type of illegal substance will be sanctioned. The pupil will not be readmitted until meetings are held and a way forward is established and in some cases this may lead to the termination of their placement at Venn Boulevard Centre.

Security Scanners

The introduction of security scanners at the entrance to buildings is to reduce the risk of harm to others and the likelihood of unwanted or extreme behaviours. Students are not permitted on site unless they have entered via the scanner/have been scanned by the wand, unless authorised in exceptional circumstances by the Executive Head and Head of School. This is to ensure the safety of everyone in school. (Please see separate policy).

Monitoring and review

The Head of School monitors the effectiveness of this policy on a regular basis, reporting to the Governors or Board on the effectiveness of the policy.

It is the responsibility of the Governing Bodies to monitor the rate of exclusions, and to ensure that this policy is administered fairly and consistently.