



Positive Behaviour Support Policy

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| Policy owner or lead | Assistant Headteacher |
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| Statutory | Statutory |
| Associated documents | Teaching & learning; Restrictive practice; Staff code of conduct |
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| Review cycle | Annual |

Aims

- To foster an environment which encourages appropriate and positive behaviour
- Staff, pupils, parents and governors are aware of the expectations, rules, and rewards, and work in partnership to achieve consistency.
- To help pupils reach a level of self-regulation, which provides them with security, a sense of achievement, a feeling of being valued and encourages positive behaviour in social settings, respecting themselves and others.
- To ensure that our school rules and rewards implemented consistently and fairly throughout the school.

Partnership with Parents and Carers

A strong and positive working relationship with parents/carers will benefit pupils when they realise that we are working towards the same goals.

Contact can be developed and maintained through home/school diaries, phone calls, letters, meetings, reviews and parent /carer home school behaviour plans.

Zones of Regulation

We use this strategy at Haymerle School to:

- Support pupils who are able to learn about self-regulation and recognising how they are feeling.
- Enable every member of staff to be observant with regard to how a child is presenting / their emotional state
- Have a **tool box** of strategies and motivators to use with each child to support their emotional regulation

Pupils may not be ready for work if they are not in the Green Zone although we recognize that pupils may sometimes stay in a specific Zone all day e.g., a pupil may be in the Blue Zone all day because they had a bad night's sleep. They should be supported to function in this Zone using the Toolbox. We support pupils to begin to regulate their emotions

All classes offer pupil's access to the Zones of Regulation displayed in every classroom. Pupils are supported to identify how they feel as this changes through the school day.

Staff ensure that the pupils' toolbox for self-regulation is specific and relevant for each child's individual needs and **is kept up to date**.

Positive Behaviour Management

At Haymerle School, we follow a positive behaviour management programme, rewarding good behaviour and managing off task or inappropriate behaviour in a variety of ways according to the incident.

The school rules apply wherever the child is in the school.

1. **Keep hands, feet and objects to yourself.**
2. **Follow instructions at school.**
3. **Listen to adults**
4. **Ask for help**

Class teams may introduce / include class specific rules. Often this works best when done in consultation / discussion with the children. School rules are reinforced with the children every day.

Staff will create numerous opportunities throughout the school's curriculum to help the pupils explore and develop positive attitude towards behaviour e.g.

- As part of the PSHE / RSE Curriculum,
- During plenary sessions e.g. staff praise good behaviour as well and good work,
- during circle time
- Use motivators to help pupils make good decisions about their behaviour and work.
- Offer pupils alternatives if there is an escalation towards inappropriate behaviour, give pupils space and time to self-regulate, offer diversions and distraction to help pupils calm and become refocused.
- Consistently praise and reward good behaviour through agreed rewards strategies for acceptable behaviour.

Using Let's Make a Deal

At Haymerle, all staff are committed to '**catch the children being good**' through the day and to let them know that this makes everyone very happy.

To support all of our pupils we use a '**Let's Make a Deal**' strategy consistently with verbal and non-verbal pupils. Staff will identify positive motivators to encourage pupils to engage positively with the school day and offer positive feedback consistently and regularly though the day.

All staff will ensure that they have identified **appropriate** motivators for the pupils and allow them **choose** their preferred motivator for Let's make a Deal.

Staff will be able to remind pupils using LMAD that there is a positive reward they are working towards to help pupils build their focus and on task behaviour.

Staff will review motivators regularly to ensure they are effective.

LMAD is a positive reinforcement Strategy therefore...staff may not tell pupils a preferred motivator will be removed because of unwanted behaviour **tokens will not be deducted as a 'consequence' or 'sanction'.**

Agreed Rewards used at Haymerle School

1. Verbal praise (including peer praise)
2. Using LMAD to *catch pupils being Good*
3. Wow moments or Wow certificates
4. Notes or phone calls home about the good behaviour.
5. 'Working towards' strategies such as collecting tokens or stars for longer term rewards (end of week, end of term, whole class rewards)
6. Stamps, stars, stickers, certificate and merit awards (to be collected towards certificates or awards - negotiated with the child as appropriate)
7. Certificates
8. Star of the Week + peer praise

Strategies for Calming and De-escalating (also read 'Restrictive physical intervention and use of reasonable force')

It is essential that we use these consistently so that to pupils receive a consistent response from all supporting adults in school

1. Verbal warning,
2. Directed to ZoR to reflect on their emotional state
3. Offer of sensory break
4. Directed to take some 'Quiet time' - 1 minute, 2 minutes – time may vary according to individual pupils support plans
5. Time with a Paired teacher - (distraction technique giving the young person a change of location and an opportunity for a sensory break)
6. See the Head teacher or Deputy Head teacher (distraction technique giving the young person a change of location and an opportunity for a sensory break)
7. Phone-call home by Class teacher or from SLT. (Ensuring partnership and good communication between school and home)

Where behaviours that challenge are increasing or concerning staff

1. Review pupils pen portrait/ care or positive behaviour plan and risk assessment, meet with your staff team and review what is the possible cause of the behaviour.
2. Speak to the phase leader about the concern and discuss actions taken so far for guidance
3. Use ABC / ZoR record and collect data to be able to see the bigger picture- *keeping good records and data will help you and colleagues begin to develop strategies to support*
4. Try introducing self-regulation strategy (e.g. Zones of Regulation) to help pupils begin to recognise and manage their own feelings
5. Engage with multi-disciplinary team in school for guidance and ideas (SALT, Behaviour Lead, OT)
6. Engage with parents and keep them informed. Find out if there have been any recent changes at home. Seek their support and advice.

Pupil motivators, preferred rewards, support, sensory breaks and self-regulation support are the most effective behaviour management strategies and these should be identified for each **pupil in their pen portrait /PBS / Risk assessment** (behaviour plan for some pupils).

Parents and Carers

Good relations and communication with parents and carers is essential. Using the Home School contact book and / or telephone conversations to share goals, targets and sanctions can be very effective. It is essential to share good behaviour and positive information about a child's work and engagement in school with parents and carers to ensure that praise and rewards enjoyed accordingly.

- **In line with Southwark's policy, corporal punishment does not form any part of our behavioural policy.**
- **Physical punishment of children is never appropriate and considered an act of assault, which will always lead to the implementation of disciplinary procedures.**
- **Shouting or 'angry voice' is not an acceptable strategy.**

Pupils need to feel safe and know they can trust the adults supporting them in school. Staff will always use a calm speaking voice when talking to / directing pupils.

Dealing with violent or aggressive behaviour from pupils can be stressful and challenging.

Staff are advised follow the guidelines set out in the **Restrictive physical intervention and the use of reasonable force policy** when managing this kind of behaviour at school. Work with your colleagues; make time to calm after an incident.

Asking for Help and Support

Never be afraid to ask for help when supporting pupil behaviour we work as a team in our duty of care to the pupils and to each other.

Your line manager will make time at the end of every day to discuss any concerns or plan new strategies to solve ongoing concerns or difficulties

Boundaries and supporting Self-Regulation

Our standards need to be consistent if children are to have the security of knowing what behaviour is acceptable or unacceptable.

We will not accept the following:

- Violent, bullying, racist or sexist behaviour (always to be recorded in the incident forms)
- Fighting or violent behaviour (towards staff or child on child).
- Threatening other children.
- Destroying property.
- Taking things without asking
- Swearing (use your discretion!)
- Leaving class without permission / absconding

Assaults on staff or repeated assaults on other pupils may result in fixed term exclusion to ensure there is a safe environment for staff and pupils.

We must always respond clearly and consistently if pupils cross well-established expectations of behaviour.

We cannot let a child constantly disrupt lessons and have a detrimental impact on the learning opportunities of the other pupils.

We will always react sympathetically and bear in mind the specific difficulties our children have when we are responding to challenging behaviour.

Remember that for many children, school is a safe place to be angry.

- *Give positive reinforcement - children respond well to praise and most really want to please you.*
 - *Be clear and positive about the kind of behaviour we want to encourage.*
 - *Ensure you and your team catch the children when they are behaving as you would like and reward this to reinforce this with the children-*
 - *Look out for praise and reward...*
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- Good manners.
 - Children using 'Help' card to gain attention in class
 - Kindness, thoughtfulness by the pupils
 - Respect for other people
 - Good time keeping.
 - Good school attendance.
 - Sharing
 - Pride in schoolwork and their environment
 - Self-discipline and self-motivation
 - Self-regulation

All staff will model appropriate behaviour to the pupils and will praise and reward good / desired behaviour and respond calmly and consistently when managing inappropriate behaviour.

Staff will ensure they have appropriate communication support and motivators with them through the day and will communicate with or instruct the pupils in an appropriate manner without shouting / using a raised voice.

It is important to reward good behaviour **frequently** (LMAD positive reinforcement and other strategies), therefore avoiding the build-up of potentially unacceptable behaviour, and to provide good peer role models for the children.