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Positive Behaviour Policy 25/26

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| Procedure Originator: | Alexis Bull |
| Policy Date: | May 25 |
| Approved By: | SET |
| Queries to: | Portland School |
| Review Date: | May 26 |

# Ethos and Intent

At Portland School we are committed to providing an environment where pupils with Social, Emotional and Mental Health difficulties feel safe and secure to learn. Staff work together with pupils and their families to remove barriers to learning, stemming from experiences in previous education settings, and develop a love of learning. It is our aim to provide an environment where everyone feels valued and respected and we expect everyone to behave in a positive way toward each other.

At Portland, we believe developing positive relationships is the key to helping our pupils feel safe and secure. These relationships are built on a foundation of mutual respect between staff, pupils and parents/carers.

This Policy outlines the high expectations we have for conduct, attitudes and relationships in school and expects us to take responsibility for our behaviour.

# Role and Responsibilities

At Portland School we all have shared responsibility for the positive behaviour management for all of our students.

**Shaw Education Trust (IEB)** is responsible for monitoring this behaviour policy’s effectiveness and holding the Executive Headteacher to account for its implementation.

**The Executive Headteacher and Senior Leadership Team (SLT)** are responsible for reviewing and communicating this behaviour policy. The Executive Headteacher and SLT will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

**The Executive Headteacher and Senior Leadership Team** are responsible for:

* Implementing the behaviour policy consistently
* Modelling positive behaviour
* Providing guidance and support, when requested, to behavioural needs of students
* Providing guidance and support, when requested, to class teams or individual members of staff.

**Staff** are responsible for:

* Implementing the behaviour policy consistently
* Modelling positive behaviour
* Providing a personalised approach to the specific behavioural needs of particular students
* Maintenance of Individual Behaviour Support Plans and associated Risk Assessments
* Recording of behaviour incidents on Solar

**Parents/Carers** are responsible for:

* Supporting their child in following the school’s behaviour expectations
* Informing the school of any changes in circumstances that may affect their child’s behaviour
* Discussing any behavioural concerns with the class teacher promptly

**Students** are responsible for:

* Having good or better attendance.
* Being polite, respectful and having appropriate manners.
* Following the Portland School Values
* Taking pride in their learning

# Portland Values

At Portland School we have a set of high expectations around

conduct behaviour, linked to our school values:

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| **School Value** | **What we will see in class** |
| Respect | * Listen to others * Keep hands, feet and personal comments to yourself |
| Independence | * Being on time for school and lessons * Hand in mobile devices at the start of day |
| Team Approach | * Share the space with others * Follow instructions from staff |
| Responsibility | * Stay onsite for the whole day * Leave prohibited items at home |
| Belonging | * Wearing school uniform * Look after the school building, displays and equipment |
| Emotional Resilience / Mental Toughness | * Accept help from others * Celebrate your success and that of others |

# Reinforcing Positive Behaviour Responses

Staff will generally reinforce positive behaviours through:

* An approving look, smile or thumbs-up
* Verbal thanks or congratulations
* A positive note to take home
* A positive phone call home
* Certificates or stickers in class
* A visit to share success with another member of staff
* An invitation for parents/carers to come in to showcase the positives

More specifically, classroom staff will allocate Dojo points for pupils upholding the Portland Values.

## Dojo Points

* Dojo points will be allocated on a daily basis.
* Pupils are able to reflect on their Dojo points during Reflection time and throughout the school day.



## Personal Targets

On entry to Portland, an assessment is generated for each pupil, using Boxall, an SEMH assessment tool. Boxall is used to:

* Identify the current level of development for each pupil across 10 social/emotional areas
* Prioritise the areas for development
* Set a general objective – Where do you want them to get to?
* Set a SMART Goal – What specifically do you want them to do?
* Make a plan and implement it – How will you get them there?

## Classroom Environment

Each classroom within Portland, is set up to support and promote positive behaviour responses. It is the responsibility of the class teacher, together with their support team, to ensure an age-appropriate, positive environment is created. This may include but not limited to:

* Interactive / visual class timetable
* Pupil responsibilities, e.g. badges, rotas, job
* Reminders of positive choices
* Emotional ladder
* “What’s gone well?” and “What do I hope for?”; positive psychology quotations
* Mindfulness and relaxation strategies
* Star / Student of the day
* Visual Imagery

In addition, most classrooms have a quiet, relaxing zone within the classroom. This area should include, multi-sensory equipment, calming tools, cushions and blankets.

# Responding to Pupil Behaviour Choices

At Portland School, we aim to build strong and positive relationships with our Pupils and their parents/carers. Regular briefings and meetings in school, allow use to share important information from our behaviours management system between the staff team. Clear communication between the staff and parents/carers will support and promote positive behaviour and discipline within the school. Sharing information of events both inside and outside school, allows us to prepare for potential triggers or behaviours and support the pupil to make other choices.

It is not always possible to respond to negative behaviour in the same way for every child, however at Portland, we use a guiding framework of responses to ensure that every behaviour, positive or negative, will have some form of adult intervention.

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| **Responses to Positive Behaviour:** | | |
|  | Verbal Praise  Dojo Points awarded  Parents/carers informed of consistent good behaviour   |  | | --- | | Head Teacher’s Award  Award nomination for ‘Special Award’ | | Parents/carers informed | |



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|  | Display of work around the school and online |

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| **Responses to Negative Behaviour:** | |
| **Failing to follow the school values** | Classroom expectations including, seating plans  Dojo reward points not earned  Time Out  Reflection time |
| **Persistent failure to follow the Portland School Values** | Verbal warning from class team Phone call to parents/carers Referral to Triage  Reflection  Behaviour Support Team informed |
| **Smoking / vaping**  **Vandalism/Damage**  **Bullying, Racism, Sexism, Homophobia, Ageism** | Automatic home text or call  Service involvement  Letter home  Confiscation of property  Possible fixed term suspensions  Parental meeting  SLT involvement |
| **Physical or verbal abuse of staff**  **Theft**  **Truancy**  **Possession of an offensive weapon Selling or using illegal substances** | Verbal warning (SLT, Police, YOT) where appropriate  Internal, fixed term/ or permanent suspension  Parents invited in by SLT to meet the appropriate parties |

**Portland School follows The Shaw Trust ‘Use of reasonable force’ and in all cases approaches incidents in a restorative way. The school uses CPI (Crisis Prevention Institute)**

CPI Safety Intervention – (Crisis Prevention Institute)

Portland School has adopted the CPI Safety Intervention programme as its preferred approach to behaviour management recognising the philosophy, lessons and skills taught align with organisational values and policies. CPI underpinning values and philosophy are:

* Care – Demonstrate respect, dignity and empathy; providing support in a non-judgemental and person-centred way
* Welfare – Provide emotional and physical support; acting in the person’s best interests in order to promote independence, choice and wellbeing
* Safety –Protecting rights, safeguarding, reducing or managing risk to minimise injury or harm
* Security – Maintaining safe, effective, harmonious and therapeutic relationships that rely on collaboration.

Practice should be guided not only by this policy but alongside other organisational policies and procedures, professional standards for best practice and any relevant legal and regulatory frameworks such as:

* DFE – Use of Reasonable force in schools (July 2013)
* DFE – Behaviour and Discipline in schools; Advice for Head teachers and School Staff (January 2016)
* DFE – Reducing the need for restraint and restrictive intervention of children and young people (June 2019)

In line with CPI we respond calmly and consistently to situations with the aim to de-escalate. It should always be our intent to minimise conflict and maximise co-operation. A whole school approach should include proactive strategies, classroom management as outlined above, individual behaviour plans and risk assessments and incidents should be followed by staff and pupil de-brief’s and clear and appropriate recording in Solar. When considering consequences for children it is important on each occasion to evaluate all factors within the situation including the individual child and the behaviour displayed and the possible reasons. We strive to implement a consistent approach to consequences. The complex nature of our pupils and the circumstances will be considered before a consequence is put into place. The principle messages should be:

* Fair not the same
* Certainty not severity
* Most positive outcome

Restorative Approaches

Restorative approaches are used in response to a variety of incidents and situations and should be language commonly used when speaking to pupils and supporting them in modifying and managing their behaviour. Restorative approaches recognise the impact of actions and any harm caused and then consider the steps to make things right. The purpose of a restorative approach is to move from the managing of problem behaviour to the nurturing and repairing of relationships. Restorative approaches encourage acceptance of responsibility, empathy for others and problem solving. These conversations focus on the harm done to others, problem solving and solutions, responsibility, repairing, and making a change. Rather than a rule violation, problems, blame and punishment. Staff and pupils should start to shift their thinking from the, what to the now what.

Restorative themes include:

* What happened?
* Thoughts/feelings?
* Impact?
* Who has been affected?
* What will happen next? What can you do to put thing right?
* What can be done differently in the future?

All restorative conversations will be recorded either within Solar or meeting proformas.

## Classroom Management

All staff work hard to uphold the high expectations set at Portland School, they will both teach and model behavioural responses which are socially acceptable.

When the expectations are not met, a range of classroom management strategies will be applied fairly and consistently. These include:

* Visual reminders
* Verbal reminders
* Completion of unfinished task at break/lunch time
* Repair damage or clear mess
* Time spent away from usual learning zone
* Completion of choices map or cycle
* Financial contribution to pay for costs of damage
* Phone call home
* After-school Reflection (agreed with SLT)
* Referral to Triage

## Reflection outside of school hours

Staff should not issue reflective time where they know that doing so could compromise a child’s safety. When issuing reflective time, staff should consider the following points:

* The intention of the reflective time, is to support pupils to complete work they may have missed during the school day
* Whether the reflective time is likely to put the pupil at risk
* Whether the pupil has known caring responsibilities which means that the reflective time is unreasonable
* Informing parents in a timely manner about the detention
* Whether suitable travel arrangements can be made for the pupils

Possession of weapons

Weapons and objects perceived as dangerous must not be brought onto any of the school sites or external provider sites.

Any object, perceived by staff to be dangerous will be confiscated and the Police and parents / guardians informed.

Illegal substances

**The Academy operates a zero tolerance of pupil taking or being in possession of drugs and alcohol on all its sites.**

Pupils suspected of having taken illegal substances when arriving on site at any time of the day, will not be permitted entry to learning zones. Where pupils are found to be in possession of a drug that cannot be identified, it will be treated as an illegal substance.

In all cases, the pupil and their belongings are searched. Where drug paraphernalia is found it should be confiscated and the pupils parents informed. Following the search, whether or not anything is found, the school will record the time and the place, who was present and note the outcomes and any follow-up action

Where the amount of illegal substances found indicate it is intended for more than one person’s use, it will be confiscated and the Police called.

Where it is clear that a pupil may have taken Psychoactive substance including Legal- highs or an unidentified substance

Staff will assess the pupils’ wellbeing including their ability to assess and manage risk appropriately and to keep themselves safe.

* Where a pupil is assessed as being well and able to recognise risk, and behave in a rational manner:
  + Phone call home to pupils parents immediately and advised to pick up child and seek medical advice.
  + Pupil, should be separated from other pupils and closely monitored until parents arrive.
* Where it is clear that the pupil is unwell, an ambulance will be called and parent informed they should make their way to their nearest Hospital as a matter of urgency.

Where pupil is assessed as being able to recognise risk and/or function in a safe and rational manner

* Parents informed immediately and expectation communicated that they should pick up their child as a matter of urgency.
* Where parents unable to attend parents to give permission for their child to return home independently
* Where, for safeguarding reasons pupil cannot return home, pupil will be isolated on site until able to return home.
* Referral to Young People Drug and Alcohol Team (YPDAT)
* Where drug/alcohol use is repeated and pupil is not engaging with YPDAT and/or parental support is ineffective, a referral to Social Care will be made.

Where pupil is assessed as being unable to recognise risk and/or function in a safe and rational manner

* Parents informed immediately and expectation communicated that they should pick up their child as a matter of urgency and take them to A&E
* Referral to YPDAT.
* Where drug use is repeated and pupil is not engaging with YPDAT and/or parental support is ineffective, a referral to Social Care will be made.

Where pupil is found to be in possession of illegal substances presented in such a way as to indicate intention to trade.

* Police incident report made immediately and guidance sought. Academy follow the guidance of Police
* Where drug related behaviour is repeated and pupil is not engaging with external agencies and/or parental support is ineffective, a referral to Early Help Family Support and/or Social Care will be made.
* Due to the serious safeguarding risk presented by pupil behaviour a fixed term exclusion may be implemented at the discretion of the Executive Headteacher of the school.

Following all drugs related behaviour incidents, the pupil and parents/guardians are expected to attend a meeting with the school and partner agencies such as the Police, YOS Prevent and Young People Drugs and Alcohol Team (YPDAT) and Children’s Social Care (where involved) to agree an intervention supporting non re occurrence of drug related behaviours. Engagement and progress will be monitored towards ensuring positive outcomes.

Power of Search, Searching, Screening and Confiscation

The School follows the guidance provided by the Government (Searching, screening and confiscation. Advice for Head of Schools, school staff and governing bodies. Feb 2014).

Searching with Pupil Permission

**Key stage 3 & 4**

* School staff can search a pupil for any item if the pupil agrees.

**Key Stage 1&2**

* Permission to search pupil should be sought from parent unless there is reasonable grounds to believe that a pupils may be carrying a prohibited item that could be used to cause harm to self / others.

Searching without Pupil Permission

Where staff have reasonable grounds for suspecting that the pupil may have a prohibited item on their persons or in their belongings, they can be authorised by a member of the Senior Leadership Team to use their statutory power to search pupils or their possessions, without consent.

* 1. Prohibited items
* Knives or weapons
* Alcohol
* Illegal drugs
* Stolen items
* Cigarettes and vapes and related products
* Fireworks
* Pornographic image
* over the counter medicines
* prescription medicines (unless the school has given consent)
* energy drinks
* Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of any person (including the pupil).

Respect for pupil rights under the European Convention of Human Rights

* A staff member of the same sex as the pupil being searched should carry out any search; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
* **Exception to this rule applies only** where a member of staff reasonably believes that there is a risk that serious harm to a person/s if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. In such instances staff are advised to locate themselves where witnesses are available.

Confiscation

School staff are authorised by the Headteacher and Heads of School, to seize any prohibited item found because of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Screening

As part of its commitment to safeguarding pupils, staff and visitors, the school expects all pupils to undergo screening upon entry.

\*This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

All pupils

Non-touch search - Pupils are directed to empty pockets, show belt area and raise trousers to show socks. Any items found on the pupil’s person must be handed over for storage with other belongings in supervised front office space until the end of the day.

Key stage 3 and 4 pupils

Staff use a hand held metal detector (wand) to locate any hidden metal objects, or mobile phone, which will be removed by staff, and stored safely until the end of the day.

If a pupil fails to comply with screening requirements, they will not be granted entry. In this instance, the school has not excluded the pupil and the pupil’s absence should be treated as unauthorised. The pupil should comply with the rules and attend. (Health and safety legislation requires a school to be managed in a way, which does not expose pupils or staff to risks to their health, and safety and this would include making reasonable rules as a condition of admittance DfE guidance as referenced above)

\*Use of Mobile Phone Policy is available on the school website and is available from the office. This policy is explained to parents and pupils at intake meetings and referenced in the School Induction process.

A staff member of the same sex as the pupil being searched should carry out any search; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

**Exception to this rule applies only** where a member of staff reasonably believes that there is a risk that serious harm to a person/s if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. In such instances, staff are advised to locate themselves where witnesses are available.

Scope

This policy applies to pupils at all times and in all areas. This includes break, lunch times, and whilst at an off-site provision.

## Pupils Missing from Site

As an SEMH school, many of our pupils display the Flight response when in emotional crisis. If a pupil chooses to leave the school grounds, the school follows this guidance:

* + - A member of staff will maintain line of site with the pupil. Staff to remain at safe distance where possible, For KS4 students if this is not possible then to assess the situation and return to site.
    - Parents/carers are contacted immediately to inform them of the situation.
    - Communication is maintained with the school office via radio or mobile phone.
    - Support is provided by school if required, at the direction of a member of SLT.
    - If a pupil is displaying dangerous behaviour in public or has gone out of sight, a phone call is made to parents/carers and to the Police.

Preventing and tackling bullying

Bullying is distinct from other unkind or hurtful behaviour and has the following characteristics:

intentional – the hurt was caused on purpose;

repeated – it has happened more than once to the same person or group.

Another common characteristic is an imbalance of power: those doing the bullying have more physical or social power than those being bullied.

Bullying can take different forms including:

verbal bullying;

physical bullying;

cyberbullying;

relational bullying, such as excluding others or spreading rumours.

It should be recognised that some forms of bullying constitute a crime, e.g. assault. Sometimes, an individual will experience different types of bullying simultaneously.

Section 89 of the Education and Inspections Act 2006 sets out an expectation that all schools will have measures in place to prevent bullying. Schools are able to develop their own policies and practices for tackling bullying.

At Portland School, we take the following approaches to prevent and tackle bullying:

* **making the whole school community aware that bullying is not tolerated**
* **educating pupils about the risks that are present online and how to reduce these risks**
* **making pupils aware of discrimination and what to do when they think discrimination is taking place**
* **supporting pupils to develop empathy and compassion for others**
* **developing links with parents/carers and other members of the school community so that issues can be identified early**
* **linking with outside organisations that can deliver sessions on preventing and responding to bullying of different types**

**Please refer to our Anti-Bullying Policy on the Website**

Child-on-child abuse

At Portland School, we are clear that sexual violence and sexual harassment are never acceptable. We will not tolerate this behaviour online or offline under any circumstances.

School staff will never condone or normalise sexually abusive language or behaviour by

treating it as ‘banter’, an inevitable fact of life or an expected part of growing up.

If we have concerns regarding sexual violence and sexual harassment, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE).

We will take all reports of sexual violence and sexual harassment or child-on-child abuse seriously. Those affected will be reassured that they will be supported, kept safe and are being taken seriously, regardless of when the incident(s) took place. Abuse that occurred online or outside of the school premises will be taken equally seriously.

In instances where child-on child abuse is found to have taken place, the school will take disciplinary action in line with this behaviour policy.

The school’s designated safeguarding lead will lead the school’s initial response. Each incident will be considered on a case-by-case basis. Referrals will be made and support services engaged as appropriate.

## Recording Information

Portland School uses the Class Dojo system for recording individual behaviour, in line with our school values. All parents have access to the free Class Dojo app, allowing them to observe their child’s behaviour on an ongoing basis. Class Dojo is used to monitor and identify patterns of behaviour over time, leading to rewards, interventions and consequences.

Any behaviour considered to be of a more serious nature, are identified as Significant Events and are recorded on an online form on Solar. A significant event is to be recorded in the following circumstances:

* A pupil behaves atypically
* A physical intervention is used
* Physical abuse, damage to property, theft, racial abuse, bullying, leaving site, dangerous behaviour, self-harm, substance misuse or sexualised behaviour occurs

When completing a significant event form, staff members are expected to:

* + Identify and record the antecedent (what happened immediately beforehand)
  + Record in full a clear description of the behaviour, incident or event
  + Include the date and time of day, as this can help to identify patterns
  + Ensure the additional notes feature is utilised to allow a full record to be made
  + Avoid personal or emotional responses, stick to the facts
  + Ensure that all those present during the incident are listed
  + Make decisions and discuss with the pupil and home about the outcome and mark the incident as resolved. Where staff members feel unable to resolve an incident they should refer this to a member of SLT.
  + Ensure a body map is completed and handed in to the office, if any physical intervention is used.
  + Pupils should be given the opportunity to debrief what happened and add a comment to the record
  + Staff involved should debrief any incident involving an emergency intervention or in which they felt unsafe or a pupil or staff were injured

## Suspensions and Exclusions

At Portland School, we aim to manage and resolve the majority of behaviour in school, however, there are occasions where a pupil is required to leave the school premises due to a suspension or exclusion.

Some serious behaviours stop our pupils from being able to learn and put others at risk and could result in a suspension or exclusion or a review of placement. These include, but are not limited to:

* + Verbal or physical abuse of staff
  + Bullying – physical, verbal, emotional
  + Sexual harassment of any kind
  + Prejudice on grounds of race, age, gender, sexuality, disability or others
  + Carrying an offensive weapon
  + Use or sale of alcohol or other drugs
  + Deliberate damage or theft of property
  + Smoking or vaping in or around the building
  + Refusing to leave the premises when asked

Portland School follows the Stoke Local Authority Exclusion Policy, which can be found on our website.

# Staff Training

In order to provide a therapeutic environment, where pupils and staff feels safe and secure, our staff are highly skilled in interventions to help pupils take responsibility for their choices, raise their self-esteem and encourage self-regulation and self- discipline.

Our staff training programme includes:

* + Attachment and Trauma Awareness
  + Emotion Coaching
  + Relaxation and Self-regulation techniques

Appendix 1 – Scripts

**Behaviour Curriculum Script**

We are about to…

When we do this, to show you are ready you need to… (tell and model)

To show you are respectful, you need to… (tell and model)

To show you are safe, you need to… (tell and model)

I know you will be great at this.

Show me… (give first attention to best conduct)

**Microscript – 30 second intervention**

I can see you are choosing to… (speak to your partner/ not begin your learning/ dance)

You are not showing me you are… (ready/ respectful/ safe)

To begin to put this right, you need to… (move to another seat/ miss five minutes of break time/ apologise to your partner)

I know you will now take responsibility and make the right choice

Do you remember last week when you… (wrote five excellent sentences/ were kind to your partner when they needed help)?

That is who I need to see today

Thank you for putting this right and making the right choice

**Restorative Questions**

What happened? Did anything happen before?

What were you thinking/ feeling at the time?

What have you thought since?

What choice have you made that you need to take responsibility for?

How did your action make other people feel?

Who has been affected?

Consequences Script

‘I can see you feel strongly about…’

‘It’s private and every situation is different’

‘We are aware, its being dealt with’

‘Trust us – it’s being dealt with/you might not see it’

‘We are fair but not the same’

‘Everyone’s different which means different rewards and different consequences’

De-escalation & Verbal Intervention Script

Pupil Name…………….

I can see something has happened/is wrong

I am here to help

Talk and I will listen

Come with me and ……………………….

Verbal Intervention Script

I’ve noticed…………….

(Identify the behaviour that needs to change)

This is the\_ time I have spoken to you

You know the rule about……….

(Remind the pupil of the agreed rule/expectation/standard)

You will need to………

Do you remember when……

(Positive example of previous good behaviour)

Thank you for listening

(Walk away, allow ‘take up time’)

Poor Language Scripts

**Conversational poor Language will be challenged twice**

"I have noticed you swearing, remember where you are and it is not appropriate"

‘’We are aware that swearing is a sign of anxiety/something is wrong is there anything we can help you with?’’

**If poor language continues**

‘’If there is nothing we can help you with we are now going to ignore you and log it’’

**Personal abuse is challenged**

"They might/ I find that offensive, please be kind"

Racist/Homophobic Language is challenged

"That is offensive please be kind.

‘’Remember it is a criminal offence to use that type of language"

Angry/Emotional language is addressed using CPI de-escalation strategies and or our ‘Help Script’