

Portland School



PORTLAND SCHOOL
AND SPECIALIST COLLEGE

Supporting Positive Behaviour Policy

Relationships for Learning and Life

Next Review Date: Spring 2020

Relationships for Learning and Life Policy

Statement of Intent

Portland School is the specialist provision in Stoke on Trent for pupils with an Education Health and Care Plan for Social Emotional and Mental Health Difficulties. At Portland, we work on the understanding that many of our pupils have suffered from trauma and/or have attachment difficulties, therefore, our practice is underpinned by trauma and attachment theory. Many of our pupils have had negative experiences within educational setting prior to attending Portland; we aim to break down barriers to learning in line with our vision statement:

LEARN TO LOVE LEARNING
LEARN TO LOVE LIFE
LEARN TO LOVE BEING YOU

We believe that developing positive relationships is the key to helping our children feel safe and secure enough to learn and develop their social and emotional wellbeing.

Our children require a high level of skilled input if they are to make the exceptional progress we would hope for them during their school lives. High expectations of conduct, attitudes and relationships in school can only be achieved through staff commitment to consistency, empathy, and dedication to the creation of a positive emotional atmosphere, conducive to learning and personal growth. The joy and empowerment of learning can change our pupils' lives. Learning, and gaining knowledge in itself is therapeutic, and will help our pupils to have a positive future.

Ethos and Staff Training

At Portland it is our aim to provide a therapeutic learning environment in which our pupils feel safe and secure. We recognise that positive relationships, mutual respect and trust are key elements to promoting positive responses from everyone in our school. Our staff are highly skilled in preventative interventions to help pupils take responsibility for their choices, raise their self-esteem and encourage self-regulation and self-discipline. This policy is intended to help to promote a positive culture, whereby pupils are taught and supported by a caring, sensitive staff. Our approach emphasises development through learning, supported by therapeutic approaches and intensive training in appropriate social interaction.

Our staff training programme includes:

- Attachment and trauma
- Emotion coaching
- Relaxation, self-regulation techniques and visual imagery
- Choices maps and choices cycle
- Promoting positive responses- Portland Skills Ladder
- The 'Stop Think Do' programme
- MAPA- Managing Actual and Potential Aggression (Theory and Physical Skills)

The aim of this policy is to provide a clear set of expectations around, and responses to conduct and behaviour for everyone involved in our school.

We aim to do this by establishing a positive school ethos which:

- recognises, acknowledges, reinforces and celebrates positive behaviour
- develops behaviour management and modification strategies which challenge inappropriate, unacceptable, destructive, negative behaviours in a proactive, kind and empathic manner;
- operates a restorative approach where possible
- ensures true pupil ownership.
- promotes self-regulation and raises self-esteem.

The ultimate aim of our policy is to set the standard of behaviour we would like to see across the school community. It endeavours to make clear the boundaries of what is acceptable, through the promotion of responsibilities which promote systems of **rewards**, and **consequences (natural consequences where possible)**, and address **poor conduct** in a fair and consistent way. We use assessment of/for learning in order to differentiate teaching and learning activities, depending upon each pupil's levels of cognitive and emotional development.

Each of our pupils has an Individual Pupil Support Plan to support their Social Emotional and Mental Health Needs and to help staff approach challenging behaviour in a supportive, proactive way. We must remember that we need to differentiate our management of pupil behaviour in recognition of the widely different levels of development in their emotional development. The quality of the **PSP** is therefore paramount and must be reviewed constantly in reflection meetings and by form tutors and the class team.

Portland seeks to use pro-active interventions, for example, teaching positive social behaviours; positive attitude and a positive approach to learning. Our therapeutic approach also supports our pupils in being able to manage difficult feelings. The focus of our therapeutic offer is to teach pupils the skills of self-regulation and positive ways of managing difficult emotions, using a nurturing approach that also develops resilience.

Portland Expectations

Our behaviour system is underpinned by a consistent set of high expectations around conduct and behaviour:

| Primary School | High School | Promotion of expectation/ Support Provided |
|------------------------|-------------------------------------|---|
| 1. Kind Body | 1. Safe Body | Explicit teaching of what it means to have a kind/ safe body Make it clear that physical violence is not acceptable Link with Stop Think Do- Aggro Choices Work with the pupil to develop alternative strategies for managing with difficult feelings |
| 2. Kind Mouth | 2. Positive Mouth | Explicit teaching and modelling- appropriate use of language, tone and volume of voice Make it clear that verbally aggressive behaviour is not acceptable Provide alternative strategies for when pupils are struggling to regulate emotions Emotion coaching |
| 3. Stay in Zone | 3. Stay in Zone | Make expectations clear Ensure pupils understand where they are expected to complete tasks (learning zone) Agree alternative, safe spaces for pupils to work if they are struggling in the main teaching space |
| 4. Respect property | 4. Respect property | Adults in school model care and respect for the environment and school property Displays are kept up to date, are engaging and create a welcoming environment Make it clear that any form of intentional damage to property is unacceptable Work with children to seek alternative options/ strategies when they are struggling to manage difficult feelings rather than resort to damaging property Any damage to property or the environment is repaired where possible The pupil maybe expected to help site staff to repair or parents maybe asked to contribute to the cost |
| 5. Follow Instructions | 5. Follow Instructions | Adults model appropriate interactions and reinforce general social conduct and appropriate use of language Promote respectful and trusting relationships to avoid pupils feeling the need to refuse requests from staff Positive reinforcement of appropriate responses Make it clear that staff requests are to be carried out to maintain order and safety within school Use visual prompts and reminders e.g. visual timetable |
| 6. Complete tasks | 6. Try best with and complete tasks | The general culture promotes the fact that we are a school and all of our pupils have the right to learn Expectation that tasks will be completed Learning opportunities presented in an exciting and engaging way Tasks will be differentiated to provide the correct level of work Aim to build self-esteem by providing learning opportunities where pupils can achieve and also feel safe enough to tackle a challenge Work with pupils to develop resilience and therefore reduce feelings of failure |

| | | |
|---|--|---|
| 7. Be ready to learn | 7. Come to school on time and ready to learn | <p>NOTE- The majority of our pupils are brought to school by LA transport</p> <p>Work with the transport department to ensure all pupils arrive on time and to resolve transport issues as quickly as possible</p> <p>Staff to meet and greet pupils on arrival in the morning to support a smooth transition into classes</p> <p>Staff on duty to pick up any signs of a pupil being off baseline and alert the class team</p> <p>Nurture principles embedded as part of the morning routine- welcome, breakfast, safe place, safe people, predictable routine etc</p> |
| <p>Outside agency Support: CAHMS into School, YOT, Regular visits from local PCSOs (building positive relationships), Better Together Project Social Worker</p> | | |

Reinforcing Positive Behaviour Responses

General

- Approving look/smile/thumbs-up
- Verbal thanks/congratulations
- Positive behaviour note to take home
- Congratulatory phone call home
- Additional responsibilities
- Tokens/ Stickers (to be added to pupil chart)
- Raffle tickets
- Praise cards
- Review and reward time
- Star of the day
- Attendance certificates
- Invite parents/ carers in to share work, showcase positives

Specific

Pupils in Key Stages One to Three can **earn** a number of minutes of reward time at three points during the school day. This should always be discussed with pupils in a positive way, in terms of what they have achieved. Pupils earn two minutes for successfully achieving each of the following pupil responsibilities:

- Safe/Kind Body
- Positive/Kind Mouth
- Stay in Zone
- Respect Property
- Follow Instructions
- Finish Task – KS3 and Primary
- Individual Target – Informed by PSP

The amount of reward time earned by a pupil is decided in group time or through individual discussion between staff and pupils. Activities include those that have been personally requested in order to ensure the greatest degree of incentive. Examples include listening to music, football, computer games, gardening, colouring/activity packs, board games, Lego, play dough, cars with car-mat etc. Staff also use this time to target specific social skills, such as sharing, managing not winning a game etc.

Pupils are required to reflect for two minutes on each responsibility that was not carried-out, before commencing reward time. This reflection time is intended to support the pupil in making positive choices as the day moves forward and also time to have restorative conversations to resolve conflict between pupils.

Pupils in Key Stage 4 are graded three times per day (by group discussion where possible) on the degree to which they have carried-out their responsibilities, and may earn 2, 1 or 0 rewards during three ten minute reward sessions. Rewards may include additional time outside, listening to music, computer games, board games etc... Pupils are required to reflect on any negative behaviour before receiving a reward or commencing a reward activity.

Certain behaviour issues may need to be addressed outside of the rewards sessions, and heads of departments will advise on further consequences and restorative activities. (See consequences section)

Personal Targets

Each pupil has a personal social, emotional and behavioural target. Targets are set by pupils in conjunction with staff, and are generated through behaviour tracking and discussions with the wider group of pupils and staff (usually within the Key Stage). Targets are reviewed half-termly, but can be reviewed as and when necessary. This target is intended to provide a focus for intervention and support for an identified area of need.

During each group discussion (three times per day, as detailed above) pupils establish whether or not they have achieved their target. If the target is achieved, the pupil **earns** reward time. Celebration day offers pupils up to a full day of special reward time, which includes activities that would not be possible during the shorter, daily reward sessions. Primary have weekly celebration afternoons where pupils choose Key Stages 3 and 4 have half or sometimes full day celebrations every half term.

Display / Visual Cues

Each Form Room has the following display materials:

NB These are the responsibility of the form tutor, (with creative support from support staff)

- Personal target progression representation e.g. race track, road, ladder etc...
- Logos and text for pupil responsibilities e.g. badges/rotas
- Behaviour tracking chart (which may be displayed openly or privately – depending upon the group of pupils)
- Interactive/visual timetable for individual pupils' needs
- Visual timetable by the classroom door for reference by all staff and pupils.
- Reminders of positive choices

Classrooms should have access to the following resources depending on individual pupils' needs and pupil requests.

- Emotions ladder
- Stop Think Do – displayed in every room in Primary
- “What’s gone well?” and “What do I hope for?” and positive psychology quotations in KS3 and 4
- Mindfulness/relaxation techniques
- Star of the day
- Visual imagery

Self-Regulation Spaces/ Calm Rooms

- Multi-purpose room for self-regulation and quiet space
- Multi-sensory equipment
- Calming tool kit – stress balls/massagers etc.

Chill Out Zone

- Calm Area in every room with e.g. drapes/lights/cushions etc.
- Promoting positive choices using stop think do language: ‘cool’, ‘weak’, ‘aggro’

Pupil Voice

- School council
- Input in curriculum themes where appropriate
- Activities within themes/educational visits chosen by staff and children.

General

Examples of General strategies that may be used to support pupils:

- 1:1 time
- Adapted/ personalised curriculum
- Alternative learning pathway
- Meet and greet
- Extended form time (taxi allowing)
- Breakfast/social time
- Review “What’s gone well” at the end of the day.

Consequences

At Portland School, we have high expectations of our pupils; we work hard to teach and model behavioural responses which are socially acceptable. When school **expectations** are not adhered to, a range of consequences may be applied fairly and consistently: where possible, these will be a natural and restorative response:

- Visual reminders
- Verbal reminders
- Completion of unfinished tasks at break/lunch time
- After-school detention
- Letter home
- Phone call home
- Required to leave the room
- Repair damage/clear mess
- Financial contribution to pay for costs of physical damage
- Parents/carers come into school
- Keep pupil(s) behind – transported home and parents/carers spoken to
- Time spent away from usual learning zone to complete work, therapeutic support/ intervention
- Referral to SMT/SLT
- Fixed term exclusion*
- Governors’ disciplinary
- Police action – e.g. warning/ prosecution

*Fixed-term exclusions will only occur when all other options have been explored. Only for extreme behaviour, will exclusion be a course of action. We believe that exclusion is not generally an effective behaviour modification strategy. Where possible, whilst excluded, pupils still receive education off site and/ or at home to support and maintain positive relationships between school staff and the pupil.

Detentions outside school hours

Staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- The intention of a detention, is to support pupils complete work that may have been missed during the school day
- Whether the detention is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In most cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where arrangements have been made for the pupil to be transported home safely.
- Whether suitable travel arrangements can be made for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

(Guidelines on detention taken from "DfE doc.2012 "Behaviour and Discipline in Schools – A guide for head teachers and school staff")

Restorative Approach

Restoration is a structured approach to putting things right. Some processes that can be used are:

- Using Restorative Justice techniques- conversations between pupils/ staff and pupils to resolve disagreements or conflict and rebuild/ repair positive relationships
- Come to an agreed action/ consequence to restore and move forward following an incident
- The 'Stop Think Do' programme- emphasises making positive choices and that all choices have a consequence whether it be a positive or negative one
- Choices maps and choices cycles to support acceptance of responsibility, ownership of behaviours and exploring appropriate and way forward

Search and Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The **general power to discipline** enables a member of staff to confiscate a pupil's property, if it is deemed as inappropriate, and protects staff from liability for damage to, or loss of, any confiscated items.
- 2) Confiscated items should be locked away and therefore should be passed to the headteacher or deputy headteacher (or deputising member of staff in charge) as soon as possible. It will then be at the leadership team's discretion as to whether to retain, return or dispose of the pupil's property.
- 3) **Power to search without consent** for "prohibited items"
(Section 550ZA of the Education Act 1996 and Regulation 3: Schools (Specification and Disposal of Articles) Regulations 2012)

including:-

- mobile phones
- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school protocols which has been identified as an item that may be searched for.

Recording Information

For pupils in Key Stages One to Three, the degree to which they have carried-out their responsibilities, completed their tasks and achieved their personal target, is recorded 3 times per day. Where possible, pupils should be involved in this recording. School Leaders facilitate a half-termly data analysis session, with their staff team, in order to determine pupil progress and identify pupils who need specific additional support. This information is also used to ensure that personal targets are challenging, yet achievable.

A Significant Event Record (Appendix 1), is to be completed in the following circumstances:

- A pupil behaves atypically
- A safe hold is used
- Restorative session
- Physical abuse, damage to property, theft, racial abuse, bullying, absconsion, dangerous behaviour, self-harm, substance misuse or sexualised behaviour occurs

Pupils needing additional support are identified by the form tutor and discussed with the Key Stage Leader, and an action plan is established by the form tutor who negotiates with the pupil, other staff and parents. The leadership team monitor significant events and respond accordingly with appropriate support packages.

Managing Risk
The Use of Safeguarding
The expectations at Portland School and Specialist College

The ethos of our school is one of promoting positive behaviour, and by clearly showing that we enjoy working with, and care about all of our pupils. It is expected that we will always treat our pupils with care, respect, concern and dignity.

The use of safeguarding should always be considered within the wider context of other measures / behaviour management strategies. Most importantly it is essential that staff establish and maintain good relationships with pupils, and that they use diversion, defusion and negotiation to respond to difficult situations.

It is important to remember that pupils at Portland School have complex social, emotional and mental health difficulties, and that under certain circumstances they are unable to manage their own behaviour effectively or safely. The use of physical intervention and the need to safeguard, may therefore, on occasions, be necessary in order to manage risk only, never as a behaviour management strategy.

The **1997 Education Act** clarifies that staff may use “reasonable force” which is proportional to the context of the event; to prevent pupils from:

- committing a criminal offence
- injuring themselves or others
- significantly damaging property
- acting in a way that is counter to maintaining good order and discipline at the school

The above do not just apply to the school premises but also when staff have “lawful control or charge of the pupil”, for example, on a school outing.

All pupils must have an individual risk assessment, and an individual pupil behaviour support plan. These must be compiled by the form tutor, in consultation with pupils, staff and parents / carers. The aim of these support plans is to ensure that pupils learn and make progress with their social and emotional development – and that this progress is continually logged.

Please note: There is no legal definition of “reasonable force”. Reasonable force can only be determined in the circumstances of the particular incident, the degree to which force employed is proportionate to the level of challenging behaviour, or the consequences it is intended to prevent.

DfES/DH 2002 ‘Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour’ states that:

- The use of force should, wherever possible be avoided
- There are occasions when the use of force is appropriate
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned
- Under **no circumstances** should force be threatened or used as a punishment
- Staff must seek to avoid doing anything that might reasonably be expected to cause injury or in touching or holding a pupil in a way that might be considered indecent

The Importance of Teaching (White Paper, 2010) reinforces the Education Act of 1997 by stating that **“Teachers have been given powers to use force or physical restraint where necessary. They**

should feel able to remove disruptive children from the classroom, or indeed prevent them from leaving a room where that is necessary to maintain order.”

Portland School has adopted the MAPA® approach which promotes a gradual and graded response from least intrusive to more restrictive interventions. The School also has several qualified MAPA® trainers who offer advice and support in this area. All except the most recently appointed classroom staff are trained, follow an annual programme in MAPA® skills, and are expected to be able to apply these skills should the situation arise. New staff are trained as quickly as is practicable, and until trained are expected to act “in loco parentis” i.e. to behave as a good parent should behave towards the pupil, this therefore may involve some low level physical intervention.

In extreme circumstances using more restrictive holds may be appropriate, but staff using such techniques must be MAPA® trained. Pupils must be risk assessed for likelihood of need, and for high/medium risk, parental consent given.

Acceptable Physical Intervention

Portland School is an accredited training centre for MAPA® (Management of Actual or Potential Aggression) programme. The training provided for staff is BILD (British Institute for Learning Disabilities) approved. Although only those principles and interventions covered in the training are considered acceptable, each situation must be risk assessed accordingly, in order to maintain the safety of all involved.

With a focus on prevention, the MAPA® programme teaches management and intervention techniques to help staff cope with escalating behaviour in a professional and safe manner. The course content is intended to:

- **Boost staff confidence**

Know how to choose the least restrictive intervention.

- **Improve organisational culture**

Create an environment of empathy, compassion and respect.

- **Demonstrate compliance**

Show your commitment to statutory regulations.

- **Raise staff skills**

Improve verbal and nonverbal de-escalation techniques.

- **Reduce the risk**

Decrease the number of physical injuries and accidents.

- **Strengthen relationships**

See the change amongst colleagues and those in your care.

Units covered within the programme are as follows:

- **Units 1-6: Prevention and Deceleration Strategies**
- **Unit 7: Decision Making and Behavioural Risk**
- **Units 8 & 9 Managing Risk Using Disengagement and/ or Holding Skills**
- **Unit 10: Post- Crisis Approaches**

The MAPA® Programme is underpinned by the following Values and Philosophy:

Care- Demonstrating 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 well-being.

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.

Any physical interventions used take account of age, cultural background, gender, stature and medical history of the student involved.

The aim of our policy and practice is to constantly reduce the number of safholdings that may be necessary.

Risk Assessments

All pupils should be assessed for their level of risk as to the likelihood of the need for safholding techniques to be used with them.

On admission to the school all parents are required to complete the parental permission forms for safholding. Phase leaders should check and keep a list of how often these need to be reviewed with parents, and make sure that form tutors meet with other relevant staff, and with parents, to do them and to discuss any queries / concerns that parents may have.

Reporting and Recording incidents

Significant Event Records must be completed following the use of **any** safe-hold.

Reporting and monitoring is of paramount importance for a number of reasons:

- The protection of staff and pupils, in the event of allegations
- It provides a record of the number/nature of incidents so patterns can quickly be seen, and strategies for improvement can be formed
- It provides a record of any injuries received by children or staff

Following the use of any **MAPA® high level** intervention, or hold in which a pupil or member of staff is injured, or an allegation is made, the following actions are required:

1. Complete a Physical Intervention Record (Appendix 2) immediately, with an accompanying Significant Event Record, and Body Map diagram if injuries to any party have occurred.
2. A first aider must see the pupil.
Any pupil injuries must be recorded on an injury form.
Any staff injuries must be recorded on an injury form.
3. Pass the records to the main school office, where nominated staff will record the event in the “**Bound Book**” within one working day of the incident
4. Carry out a reflection session with the pupil, within 48 to 72 hours of the incident, to help repair the situation and rebuild relationships
5. Reflect upon the incident, as a Key Stage team, during the next de-brief session

Significant Event Records and safehold data are audited regularly, analysed, and reported to the School Governors. Any substantial rise in recorded incidents will be regarded as a significant cause for concern and will trigger a review of practice and the need to improve/change strategies.

Physical Intervention is never seen in isolation. Its use is dependent upon professional risk assessment, and should always be seen as a last resort, when attempting to prevent injury, significant property damage, or disruption to the learning of others. Other de-escalating techniques should always be applied to any potentially volatile situation. Staff should use the language of choice when trying to help pupils to turn around their behaviour, and with many of our youngsters the use of visual choices maps.

Individual Pupil Support Plans

Whilst it is imperative that staff are consistent and persistent in their general management of behaviour across the school, it is important to recognise that pupils are individuals, who have different needs and reactions, and children learn in different ways.

Each pupil has an Individual Pupil Support Plan (PSP), which is written by class teachers in conjunction with other colleagues. It is used to record identified behaviours, triggers and suggested approaches for supporting the pupil. The Plans are reviewed each term or as often as is required, depending upon progress.

The Individual Pupil Support Plans need to be clear and understood by all those who come into contact with the pupil.

Strategies recorded need to be:

- Based on thoughts/discussions about underlying reasons for negative behaviour
- Risk assessed and related to MAPA principles
- Focused on the behaviour and not the pupil
- Manageable and realistic
- Flexible and regularly reviewed
- Aimed at de-escalation and modification

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

- Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable
- Maintained schools and Academies’ behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for:

Misbehaviour when the pupil is:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Resume

Portland School is committed to supporting pupils who find aspects of their school life difficult, which can sometimes manifest itself in negative behavioural responses.

As a specialist school we aim to provide intensive support for pupils who find access to the curriculum difficult due to Social Emotional Mental Health Difficulties, but are, nonetheless, entitled to the highest quality of education.

Appendices

1. Pupil Support Plan Template
2. Portland Skills Ladder
3. Significant Event Record
4. Holding Form and Body Map

