

Portland School



PORTLAND SCHOOL
AND SPECIALIST COLLEGE

Supporting Positive Behaviour Policy

Relationships for Learning and Life

Next Review Date: Spring 2022

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 settings prior to attending Portland; we aim to break down barriers and support our pupils in developing a love of learning. It is our aim to provide an environment where everyone feels valued and secure with a positive ethos underpinned by our School Values:

- **Respect**
- **Team Approach**
- **Belonging**
- **Responsibility**
- **Independence**
- **Mental Toughness**

At Portland, 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. For effective teaching and learning to take place, good relationships need to be at the heart of everything that happens in our school.

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 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
- Trauma and the developing brain
- Relaxation, self-regulation techniques and visual imagery
- Choices maps and choices cycles
- Restorative Practice (RP)

- MAPA- Managing Actual and Potential Aggression (Theory and Physical Skills)
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The 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 and an awareness of choices and consequences.

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

- focuses on developing positive relationships, based upon mutual respect
- operates a restorative approach where everyone has a voice
- has a culture of high support and high challenge
- develops an awareness of how others are affected by our choices
- ensures true pupil ownership
- promotes self-regulation and raises self-esteem

Each of our pupils has an Individual Pupil Safety and Support Plan to support their Social Emotional and Mental Health Needs and to help staff approach challenging behaviour in a supportive, proactive way. Portland seeks to use restorative, 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 mental toughness.

Why Restorative Practice?

- Restorative practice allows the act (unaccepted behaviour) to be rejected, whilst acknowledging the intrinsic worth of the person and their potential contribution to society.
- A restorative practice approach rejects the 'Act not the Actor'. Separates the 'Deed from the Doer'

It is a process that puts repairing harm done to relationships and people over and above assigning blame and dispensing punishment. It shifts the emphasis from managing behaviour to focussing on building, nurturing and repairing relationships.

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We know that a whole school restorative approach can contribute to:

1. Happier and safer schools
2. Mutually respectful relationships
3. More effective teaching and learning
4. Reduced exclusions
5. Raised attendance
6. Addresses bullying behaviour
7. Raises morale and self esteem
8. Helps promote a culture of inclusion and belonging
9. Increases emotional literacy

Portland Expectations

A Portland School we have set of high expectations around conduct and behaviour:

Primary School	High School	Promotion of expectation/ Support Provided
Kind Body	Safe Body	Explicit teaching of what it means to have a kind/ safe body Make it clear that physical violence is not acceptable Work with the pupil to develop alternative strategies for managing with difficult feelings
Kind Mouth	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
Stay in Zone	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
Respect property	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
Follow Instructions	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
Complete tasks	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
Be ready to learn	Come to school on time and be ready to learn	NOTE- The majority of our pupils are brought to school by LA transport Work with the transport department to ensure all pupils arrive on time and to resolve transport issues as quickly as possible Staff to meet and greet pupils on arrival in the morning to support a smooth transition into classes Staff on duty to pick up any signs of a pupil being off baseline and alert the class team Nurture principles embedded as part of the morning routine- welcome, breakfast, safe place, safe people, predictable routine etc

Reinforcing Positive Behaviour Responses

General (Private acknowledgement between Staff and Pupil)

- Approving look/smile/thumbs-up
- Verbal thanks/congratulations
- Positive note to take home
- Congratulatory phone call home
- 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** Bronze, Silver or Gold status base upon their responses to the conduct expectations of our school. There is an allocated time for restorative conversations with the children on how they are managing against the behaviour expectations. This should always be discussed with pupils in a positive way, in terms of what they are doing well and what they need support with.

How the Bronze Silver Gold Status is allocated

Staff in the room allocate an average colour using the descriptors:

For example: G, G, G, S, B = G
G, G, S, S, B = S
B, B, B, S, S = B

- Pupils allocated an average of Gold access a reward time activity with staff for 10 minutes
- Pupils allocated an average of Silver- 3 minutes of restorative time and 7 minutes of 'choice' reward time
- Pupils allocated an average of Bronze- 5 minutes of restorative time and 5 minutes of 'choice' reward time

The 'choice' time activities are carefully selected to allow pupils to develop skills identified as a need in their FAGUS profile.

Examples include playing board games, football, gardening, Lego, play dough, cars with car-mat etc.

The restorative time is intended to support the pupil in making positive choices as the day moves forward and also time to have conversations to repair relationships between pupils when conflict arises.

Pupils in Key Stage 4 are graded twice 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 Goals & Targets

Primary Phase

Each pupil has a Goal which is generated from the **FAGUS** SEMH assessment. FAGUS is used to:

- Determine the social/ emotional areas the pupil struggles with
- Prioritise the most important areas for development
- Establish the child's current level of development using the appropriate developmental guide
- 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? The Reward time sessions are a significant part of the plan to support the children in achieving their goals.

Key Stage 3 and 4

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.

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)

- 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
- Promoting positive choices – 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 Area/ Safe Space

- Calm Area in every room with e.g. drapes/lights/cushions etc.
- Promoting positive choices

Pupil Voice

- School council
- Input in Narrative Immersion 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
- Nurture support
- 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.

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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 Jan 2016 "Behaviour and Discipline in Schools – A guide for head teachers and school staff")

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.

Significant Events are recorded on SIMS.

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, absconsion, dangerous behaviour, self-harm, substance misuse or sexualised behaviour occurs

Pupils needing additional support are identified by the form tutor and discussed with senior leaders, 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.

Supporting Documents:

- Managing Risk Policy
- Pupil Safety and Support Plan
- Risk Assessment

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.

