

St. Luke's School  
Policies, Guidance & Procedures

# St. Luke's School Behaviour Principles Written Statement and, Behaviours for Learning Policy

Date established 11 December 2013

Last Reviewed: 10 July 2017

Next Review by 1 September 2018

## **Introduction**

This policy is intended to ensure that there is an agreed and shared philosophy and ethos that promotes positive behaviour for learning throughout school life and supports the schools Community. It also outlines the kinds of procedures that the school uses to support children and young people in managing their own behaviour and that enables staff to act safely and with confidence.

## **Rationale and Ethos**

The school places a high emphasis on positive behaviour management. The behaviour and social development of our pupils is a key factor in their access to and interaction with the community, their continuing development and the quality of their lives.

We recognise that successful management of behaviour is dependent upon the school ethos. There is a need for the school as a whole to reinforce good behaviour, for staff to maintain a positive regard towards pupils and colleagues and to offer pupils appropriate role models. All staff should demonstrate a commitment to (explicitly and implicitly) high values and principles that supports the education young people to lead fulfilling adult lives – socially and in the workplace. Pupils should be encouraged to develop:

- respect for others: their feelings, opinions, cultures, limitations and the right to individuality; the importance of getting on with people and establishing positive relationships,
- respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and the desire to produce their best work at all times: internal-discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- respect for the environment: their own, the school's and other people's property and the community in which we live
- respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

## **Behaviour Code**

The School's 5 Principles of Positive Behaviour are displayed throughout the school and in classrooms. The 5 principles are sufficiently broad to encompass all other pragmatic "bi-laws" of a successfully functioning school. i.e. Rules can be reinforced and pupils reminded using one of the 5 Principles e.g. "No running in the corridors" can fit under "We Take Care of Others" or "We Take Care of Our School". These are:

- We Take Care of Ourselves
- We Take Care of Each Other
- We Take Care of Our Learning
- We Take Care of Our School, Our Community and Our World
- We Take Care for Our Future

## **Rewarding Attainment and Achievement**

Class teachers, in their relationship-building with parents, need to telephone or see face-to-face their pupils' parents regularly (even daily or weekly in some instances) to ensure they have the support of the child's family for the work undertaken with their child. It also develops a confidence in the class teacher and the school and prevents any embarrassing moments and ensures harmony.

Class teachers are responsible for establishing class-based motivational learning strategies. These may include stickers, additional time to engage with favourite activities and are local to the classes. In addition to these,

there are whole school awards systems that publically promote and celebrate attainment and achievement.

The Headteacher presents awards certificates to pupils on Friday assemblies for attainment or achievements to promote engagement, effort and engagement in learning.

### Rewarding outstanding punctuality and attendance

Termly recognition of outstanding attendance is presented in certificates. In line with national expectations, we view 96% attendance as a satisfactory level of attendance. Many of our pupils have medical needs and as such require time in hospital or day visits to Great Ormand Street Hospital. Currently, attendance is not high enough and steps are in place to improve pupil attendance.

Pupil behaviour, both pro social and anti social, should be managed with sensitivity and professionalism consistent with **Hertfordshire Steps**. Staff need to constantly re-examine and reflect upon their own values, attitudes and behaviours in order to appreciate the messages that they are giving pupils. They also need to be familiar with clear guidelines and strategies, through knowledge of the principles of **Hertfordshire Steps** to help maintain positive behaviour and discourage and understand 'anti-social' behaviour when it occurs.

Our Aim at St. Luke's School is to create a culture based on the therapeutic approach embodied in 'Hertfordshire Steps' which promotes a more positive focus on 'improving young people's engagement, motivation and well-being' rather than more negative terms that can be associated with behaviour difficulties.

Although we believe that the key to good behaviour in schools is positive engagement with learning, there are times, for some children, when additional help is needed to keep them fully engaged.

We recognise that the key component of promoting positive pro social behaviour is to begin to understand the underlying feelings and experiences that lead up to that behaviour and similarly we need to learn to recognise the underlying causes of anti social behaviour.

External discipline may suppress anti social behaviour but long term behavioural change comes from developing internal discipline.

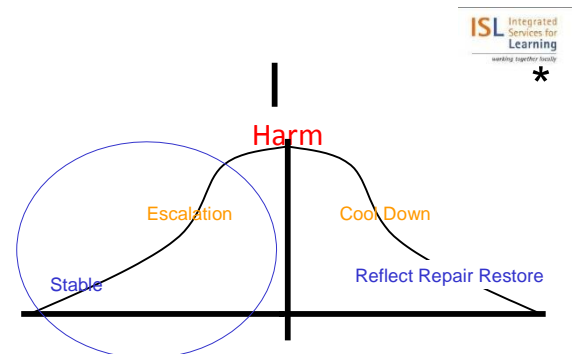
To support change we need to understand, not simply suppress, the behaviour.

### Underpinning our approach through Hertfordshire Steps:

*Negative experiences create negative feelings. Negative feelings create negative behaviour.*

*Positive experiences create positive feelings. Positive feelings create positive behaviour.*

*We need to plan for 3 phases of behaviour progression:*



When pupils are well engaged and learning we need to **'catch them getting it right'**

This can be by recognising and rewarding their efforts through praise, charts, certificates, or anything which has meaning for the individual pupil. Pupils should also be made aware that their pro-social behaviour can be rewarding in itself and also brings about positive experiences and feelings in others.

**We believe that Children and Young People 'learn behaviour' through:**

- Relationships with adults and peers
- Patterning and copying
- Reminding
- Repetition and structure
- Clear agreed boundaries
- Praise and reward when successful
- Comfort when not successful

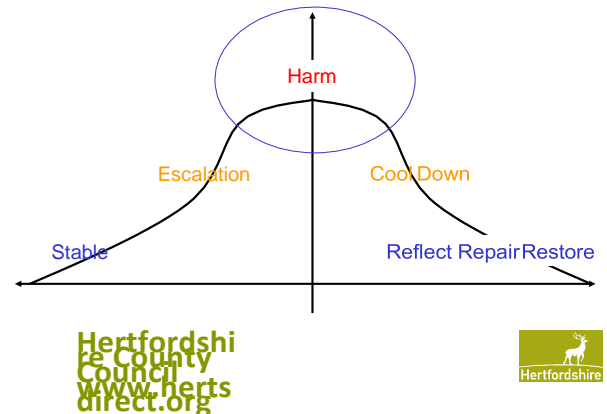
**Pro-social behaviour will be developed through:**

- Relationships
- Role modelling
- Consistency
- Scripts and routines including Social Stories
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

We will also ensure that in our **planned curriculum delivery** pupils have positive experiences of learning that is well matched to their needs and learning styles which is **commensurate with the vision of the school.**

## Planned responses to escalating behaviour can include:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Natural Consequentiality or Logically Connected



A planned response to harmful behaviour should be set in the context of a planned response to stable and escalating behaviour and a planned response to cool down, repair, reflect and restore

### When responding to inappropriate or unacceptable behaviours:

- We remain calm and professional
- We use language that helps the child understand what they have done (supported through social stories where appropriate)
- We always seek to understand behaviour in the wider context
- We always understand how our professional behaviours impact on any situation
- We know we are not the pupil(s) parent
- We know a clear set of unequivocal rules does not work with such diverse and complex needs and therefore we exercise judgment and consequences according to the needs of the child and the needs of the situation
- We always reflect on our behaviours and understand how our actions contribute to inflaming or reducing the 'heat' of the moment

### At St. Luke's School:

- We don't shout at children or adults
- We don't lose our temper
- We don't punish children or adults
- We don't embarrass children or adults purposefully
- We don't use sarcasm with children or adults
- We don't hold grudges about children or adults after events
- We don't inflame situations with our colleagues

We use strategies that reinforce positive behaviours for those who require support in understanding patterns. These include:

- Zones of Regulation (Red, Amber, Green and Blue) as a whole school procedure to help children engage with understanding their feelings and how to move back to 'green'
- Red Amber Green (RAG) timetables that children use colours to code their attitudes to learning
- 3 symbol rewards programmes (losing and gaining back during the day)
- Staying in for some of breaktime to reflect on behaviours and talk through them (this is NOT

a punitive measure and will NOT be referred to as detentions).

- Social Stories undertaken with staff support
- Home-school behaviour plans
- Stickers
- Taking work to show others for praise
- Awards system that motivates good behaviours for learning
- Time spent with SLT member(s) of staff
- Time spent in other classes for a breather (this pupil/ other pupils and staff)
- School Counselling
- Respite work in other areas of the school to divert behaviours or raise achievement/ self-esteem
- Meetings with key family members
- Parents/ key family members visiting the child in school
- Time in the Sensory Room to talk through behaviours
- Autism Advisory Service teachers' engagement
- Moving to other classes on a more permanent basis
- Educational Psychologist visits with recommendations
- School nurse visits with recommendations
- Dacorum ESC/ The Links ESC professional intervention recommendations
- Inreach services
- Social Services personnel support (social services)

## Behaviour Tracking and Reporting Forms

We use these forms to track pupils' behaviours that are unsociable, unsuitable, defiant, when a child harms another person (using language or physically). These are accessible on SIMS or in hard copy and results are regularly analysed for frequency and impact of behaviour management strategies..

These forms give us access to whole school information – tracking pupils' behaviours, looking for patterns in time, place, situation etc. so that we can put in interventions to prevent these from escalating and support their reduction.

### **Physical Intervention (PI)**

All school staff need to feel that they are able to support students displaying anti- social behaviours, and to have an understanding of what challenging behaviours might be communicating. They need to know what options are available for supporting behaviour.

Training in practical techniques of physical intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with. Where there is an identified need for such training, staff will be trained by an approved instructor in **Hertfordshire Steps**.

**Restrictive Physical Intervention (RPI)** is the term used to describe interventions where bodily contact using force is used to control or manage a child's behaviour or where mechanical devices such as wheelchairs, harnesses, locks etc are used to restrict movement against a person's will.

**Legal defence for the use of force** is based on evidence that the action taken was:

- Reasonable, proportionate and necessary
- In the best interest of the young person

**It may be used in the following circumstances:**

- To prevent a child from committing a criminal offence
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property
- As a planned response linked to ***persistent*** loss of education to other children within the group

**Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions**

- Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met.
- Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and/or other pupil's best interests for staff to intervene physically.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion.
- Restrictive Physical Interventions will only be used when all other strategies have been considered, and therefore only as a last resort.
- Staff will be able to show that the intervention used was a reasonable response to the incident.

***Restrictive Physical Intervention cannot be justified to gain compliance with adult instructions.***

All Restrictive Physical Interventions must be entered in the bound and numbered books, kept with Carol Morris (DSL) as soon as possible after the incident unless the members of staff involved need a period of restoration.

**Positive Behaviour Plans:**

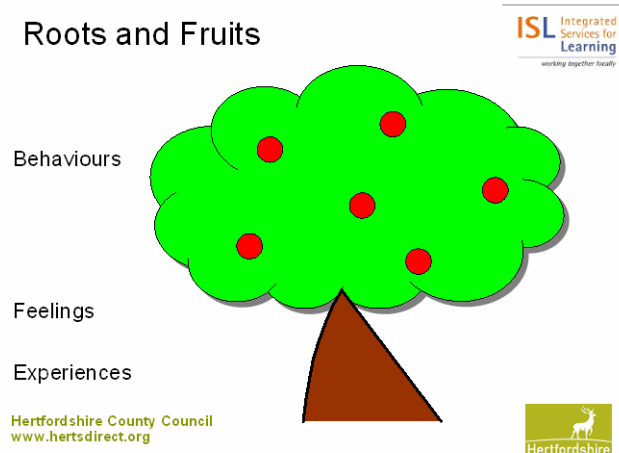
Pupils who may need a behaviour plan are those pupils whose needs are exceptional and those for who the usual everyday strategies, techniques and approaches are insufficient. Typically this will include pupils who may at times need some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

The possible need for a behaviour plan will be discussed in the first instance with the Leader for Behaviour and Safety and other supporting staff in the positive behaviour team.

A plan will:

- involve parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- include a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- take into account the age, understanding, and competence of the individual pupil
- Consider approaches appropriate to each pupil's circumstance and will focus on the 3 stages in progression referred to earlier.
- Be based on the basic premise that *Positive experiences create positive feelings and Positive feelings create positive behaviour.*

## Roots and Fruits



Positive Behaviour Plans seek to address specific behaviours and track the pupils through the day to ensure they are reminded about these and how to improve them.

They are designed to tackle the cause of behaviours and are not a punitive measure. They are written to remind the child of what we expect and use language that communicates what we want to see (not what we don't want to see).

We monitor Positive Behaviour Plans regularly to and ensure the strategies are effective to support improved self-regulation and metacognition thus incentivising the child further to sustain the positive pathway.

## Exclusions

Fixed Term Exclusions are in essence a failure of the school to manage the behaviours of the child. They are a last resort. Nationally, more pupils with statements of SEND are excluded than any other group of pupils. This indictment is disheartening as a Fixed Term Exclusion rarely supports the child in understanding their behaviours and making amends when they are excluded for the day(s).

Permanent Exclusions are an extreme last resort and can only happen when a persistent amount of behaviours or, one-off behaviours occur and the school cannot manage the child(ren) or keep the other children safe with the offending child remaining at school.

## Individual Risk Calculation Forms

Individual Risk Calculations are created for EVERY child in the school as part of their induction to the school and updated soon afterwards. They should be updated annually. These outline the risks associated with the child for:

- Medical reasons
- Behavioural reasons and potential harm to:
  - Other children
  - Adults
  - The environment
- Sexualised behaviour reasons (followed by a RAMP – see below)



Individual Risk Calculations need to be addressed when planning all trips out from school and, new activities within school.

### Risk Assessment Management Plans (RAMPs)

For pupils whose sexualized behaviours cause concern or, who come to the school with sexualized behaviours/ concerns that cause a risk to others in the school, there are Risk Assessment Management Plans (RAMPs). These are sensitive documents and not accessible to the wider school community. The risk however, is communicated to the staff and will be flagged up on the Individual Risk Calculations that a RAMP is in place. The RAMP is kept with the DSL, but completed by the Headteacher.

### Bullying

At St. Luke's School, we strive to promote an effective anti-bullying policy which takes into account the whole school population. In order to achieve this we need to develop an understanding that all people need to feel and be safe, reducing inequalities and promoting inclusion.

Bullying is deliberately hurtful behaviour, repeated over time, where it is difficult for these being bullied to defend themselves.

It can take many forms, but the main types of bullying are:

- Physical - hitting, kicking, taking or demanding belongings
- Verbal – name calling, insulting, offensive remarks
- Misuse of technology – abusive or sexual texting on mobile phones and sending hurtful messages by email
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

### Strategies for tackling bullies

- Skills – preventive measures are taught throughout the school both within the teachers pastoral responsibility and at specific taught lesson times.
- Staff are aware of signs and symptoms of bullying and are vigilant and share information. Staff have access to information on bullying for refreshing and revising their knowledge
- A multi agency approach is used when needed
- School and playground rules being communicated often (using PECS and augmented communication technology for pre-verbal pupils)
- Effective playground management
- Senior pupils' support and monitoring
- Peer Mentoring (Middle and Upper Schools working with Lower School pupils)
- School council, who lead on the revision of our Anti-Bullying policy each year

### Parents/Carers

The Collett School has an open door policy to discuss any issues; parents can email the school office and this will be passed to the relevant member of staff. Parents often feel comfortable popping in, or they can make an appointment to see a member of staff to discuss any issues.

There is also a diary communication system across the whole school that parents can use to communicate with staff on a daily basis.

## PSD/ PSHCE Co-ordinators

Have responsibility for updating knowledge of current thinking embedding that knowledge into the relevant documentation and disseminating this to all staff.

## Recording and monitoring incidents

- Recording bullying on SIMS
- Reporting bullying to the Governing Body
- Key Stage updates on behaviours, sustained challenging behaviour and potential bullying

## ACTIVE LISTENING

- Preventing any sustained bullying is channelled through close monitoring, early discussions with children and adults, PSD teaching
- All staff are available to support pupils if/when they have a need to talk also access available to a school nurse
- Bullying is not acceptable at St. Luke's School and appropriate sanctions are applied
- Training for staff occurs on regular cycle and in response to any needs/updates to policies
- Mentor – Coach programme supports adults and children with regard to ongoing challenge.

## Governors

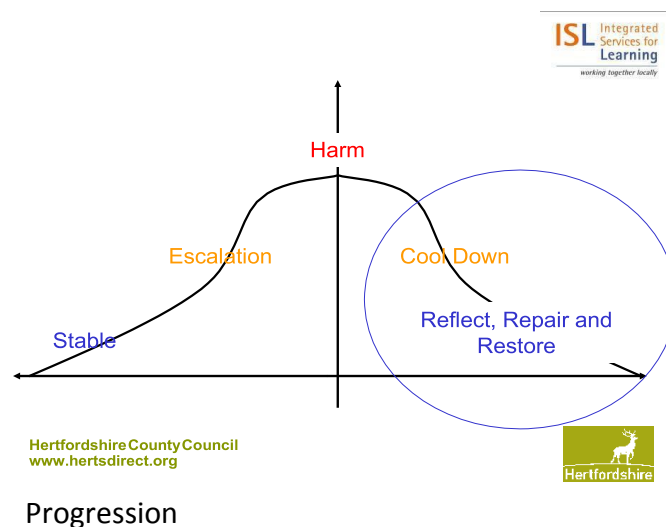
Governors are kept up to date on school anti-bullying work and policies are made available for discussion and feedback. The Safeguarding and Child Protection Governor stringently holds the school to account for the work undertaken around bullying in school.

## Reflect Repair and Restore

Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

Staff and pupils will have the opportunity to revisit situations and where necessary and appropriate to help 'repair' any of the damage done through any episode of challenging behaviour taking into account the age, understanding, and competence of the individual pupil. Any consequences of the behaviour should have social validity and have natural consequentiality so that the pupil can be helped to understand the link between behaviour and its consequences.

Staff will be offered a formal debrief at the end of the day or after an appropriate period of cool down so that that any lessons can be learned and appropriate actions taken to ensure emotional wellbeing and restoration of damaged relationships.



## Staff Training

**Every member of staff will receive training in effective techniques of management of behaviour through 'Hertfordshire Steps'**

All staff will become familiar with a range of tools through 'Step On' designed to help them understand behaviour and follow the agreed practices and procedures adopted by the school. 'Step Up' will be offered to all staff after the successful completion of Step On based on audited need. Additional training in Approach will also be offered to staff based on audited need until such time as Hertfordshire Steps training has covered all identified need for more specific restricted physical intervention training.

All training will be refreshed annually as agreed in the protocols for Hertfordshire Steps. Behaviour and Safety will be a regular focus of Whole staff training programme throughout the school year in line with school improvement

**Reviewing this policy**

This policy will be reviewed annually by the Governing Body and will be publicised to parents and carers via the schools website. All staff will be made aware of the policy at least annually and will be expected to be familiar with all related practices and procedures in relation to maintaining positive behaviours for learning and in the use of physical interventions as a last resort. Staff will be asked to sign that they have read the policy and whether they need further training.