

Local Procedure Title	Positive Behaviour Management and Support
Site	Coxlease School
ACS Policy number and title	ECS O4 Positive Behaviour Management and Support
Local Procedure template reference	ECS LP 04
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Local Procedure Author(s)	WK
Local Procedure Ratification	Checked and Approved by: SLT

1. Rationale
<p>Coxlease School is an independent special school for pupils in Key Stages 2-5. The majority of the pupils that attend Coxlease School have a Statement of Special Education Needs or Education Health and Care Plan which has a principal focus of Social, Emotional and Mental Health difficulties.</p> <p>The Elton Report noted that “bad behaviour in schools is a complex problem which does not lend itself to simple solutions”. As practitioners, the staff at Coxlease School believe that this statement remains true and is pivotal to informing practice.</p> <p>It is further acknowledged that there are strategies and practices that if applied consistently will do much to raise standards of behaviour.</p> <p>It is universally accepted that consistent experience of good teaching promotes good behaviour. However, schools also need to have positive strategies for managing pupil behaviour that helps pupils to understand their school's expectations. These strategies must be underpinned by a clear range of rewards for positive behaviours and consequences for inappropriate behaviours. These strategies must be applied fairly and consistently by each member of staff.</p> <p>It is also vital to teach pupils how to behave well – good behaviour has to be learned – so schools must adopt procedures and practices that help pupils to learn how to behave. Good behaviour has to be modelled by all staff all of the time in their interaction with pupils.</p>
2. Coxlease School understands that pupils have a right to expect good behaviour, strong discipline, order and safety. This will be achieved through:
<ul style="list-style-type: none"> • Effective and active policies that promote a strong work ethic and promote positive behaviour and discipline, and from preventing and tackling all forms of bullying. • Involving pupils in developing and reviewing the school's behaviour local procedure. • Engagement with parent/carers when a pupil fails to attend school regularly or persistently misbehaves (1e Letters home, intervention meetings etc) • Maintaining a safe environment. <p>The School will also ensure that:</p> <ul style="list-style-type: none"> • Each pupil will know what behaviour is expected of them and the consequences of misbehaving. All members of staff have a statutory authority to discipline pupils whose

behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction.

- Each pupil will be given the opportunity to voice their views about standards of behaviour in their school.
- Any pupil who needs support with their behaviour outside of the ordinary classroom will have access to high-quality, purposeful learning opportunities.

In return pupils are expected to:

- Give their best in all aspects of school life, supporting the school's conventions.
- Respect other people and their property.
- Respect their immediate and wider environment.
- Respect themselves through taking responsibility for their actions and where possible support their peers in making the right choices.

3. Coxlease School strongly endorses collaboration in managing behaviour. This will be achieved through:

- All parents/carers understanding the expectations of them and their child and the consequences of not acting to support the pupil in addressing their child's behaviour issues.

Coxlease School will:

- Ensure consistency of approach by all school staff through regular group and individual training, discussion forums, CPD sessions, monitoring and moderation of strategies and grading.
- Provide effective and visual school leadership to support staff and pupils in implementing the behaviour local procedure and reinforcing an ethos of positive reinforcement. By organising the school day and its facilities to take into account and effectively address behavioural issues.
- Promote positive self-esteem and self-image through enjoyment, achievement and success, built around learning.
- Provide a highly differentiated and flexible curriculum which prepares the school's young people to fully integrate and become successful members of the wider society.
- Provide good classroom management, learning and teaching through observations, learning walks, feedbacks, monitoring, performance management and attainment and achievement analysis.
- Implement a range of clear, appropriate rewards and consequences that are fully understood and embedded across the school and are an integral part of the Home-School Agreement.

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- Actively teach good behaviour through the consistent implementation of agreed behavioural strategies, modelling good behaviour, and delivering discrete lessons to promote the social and emotional aspects of learn to behave.
- Provide comprehensive regular and relevant internal and external training for all staff to support them in executing their essential duties.
- Ensure that there is a strong pupil support system through keyworkers, pastoral support team and health professionals that are regularly available to provide 1:1 counsel. Pupils are also supported through the implementation and promotion of key policies such as Anti-Bullying, Safeguarding and Child Protection, Student Counsel and Attendance.
- Will create and build effective relationships with parents, carers and other agencies to create a network of support and understanding for each child so that their school based education facilitates and maximises their life chances.

4. Behaviour Management Procedures and Intervention Strategies

There are clear behavioural expectations that have been agreed with each pupil, which build respect for themselves, for other people and their possessions, and for the immediate and wider environment.

Physical and verbal aggression, covert behaviours which could be interpreted as bullying or incitement to negative behaviours, will not be tolerated under any circumstance.

To ensure that this statement is endorsed and implemented across the school, behaviour will be monitored by allocating and recording individual grades for each activity/lesson throughout the day.

Through this monitoring, individual behaviour and learning targets are agreed with the pupil. These explicit targets ensure that they are able to focus on developing and improving one or two specific aspects of their behaviour/learning each week.

Behaviour will be monitored and analysed in the following ways:

1. Daily individual log sheet
2. Tutor weekly feedback / overview by WK
3. End of term reward trip spreadsheet
4. Pupil reflection/discussion
5. Individual risk assessments
6. BSP
7. Intervention meetings
8. IPP's
9. PIES
10. Staff meetings
11. Daily full staff briefings
12. Internal and external exclusions
13. Behaviour impact Report (Termly)

5. Rewards

All pupils are closely monitored so that any positive behaviour either overt or covert are immediately recognised and rewarded.

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Rewards are an intrinsic part of school and of the behaviour support system embedded in the school. They range from verbal or physical acknowledgement, merits, study prize, class/year group activity, out of school activities, end of term reward trip and external day trips.

Celebration Assembly: Pupils presenting sustained positive behaviours throughout the week are recognised by the staff and their peers during weekly assemblies throughout the school and awarded with a KS2, 3 and 4 Pupil of the week certificate that comes With £5 for merit account. Individualised subject areas for each key stage are also celebrated.

Pupil of the term: A select pupil from each tutor group will be nominated as pupil of the term based on their academic, social or emotional development. This will be based on pupil voice. The pupils will come together for a Domino's pizza buffet to celebrate their success.

End of term reward trip: All students have an individualised termly points target, which if achieved means that they will be eligible to attend the end of term reward trip with their assigned tutor group. Failing the achievement of this target, they would be kept on site to engage in an onsite activity.

Merits: The reward system is based around the points scoring for each session. In each learning/activity session, pupils are graded on a 5-0p scale depending upon their behaviour and engagement within the sessions. The grades are represented by:

5 – on task; following all instructions; good listening, focus, behaviour and effort.

4 – good listening, focus, effort and behaviour. Did not need reminding about these more than twice. Maximum points if not wearing school uniform.

3 – took time to settle or wasted time in lessons. Needed to be reminded more than twice about behaviour, listening, effort and focus. This is maximum score a pupil can acquire, if they are present without uniform.

1 – refusal to work, repeatedly ignoring instructions, swearing, offensive and rude.

0 – aggressive or threatening towards others or property. Disrupting the teachers of others.

0p – Poor behaviour resulting in exclusion from class, or leaving class without permission.

The total points awarded each day are then converted into merits, and the accumulation of merits can then be converted into a shopping voucher for the pupils. Merits are awarded as follows:

45 – 50 points = 3 merits

25 merits = £5

40 – 44 points = 2 merits

50 merits = £10

35 – 39 points = 1 merit

75 merits = £15

100 merits = £20

Money gained by the pupils at The Hub / skill centre will go into a central fund towards a reward trip for the students.

6. Uniform
<p>There is an expectation that all pupils will attend school in the uniform provided, buying into the schools ethos and expectations. All pupils, unless giving a justifiable reason for not being able to wear uniform, will be expected to wear the following:</p> <ul style="list-style-type: none"> -Black trousers / leggings / skirt -White polo shirt (School logo) / school shirt -Purple Jumper (School Logo) <p>Pupils that chose not to wear uniform, will be penalised for this by only receiving a maximum of 3 points a lessons. This will directly affect their ability to earn merits when in school.</p>
7. The Hidden Curriculum / Welfare
<p>The whole school approach towards the pupils believes the strength of conviction by all staff that education does matter and good schools do make a difference. The school endeavours to offer a moral, spiritual, cultural and holistic framework in which pupils can develop life skills through all areas of the curriculum.</p> <p>Self-image and self-confidence for the pupils, is strengthened by specific tangible rewards and awards, outdoor education activities, day trips and residential trips, all serve to enhance social, personal and curriculum programme development. The Student Councils play a key role in introducing reward based activities which aim to promote and develop</p> <ul style="list-style-type: none"> • Confident building • Communication • Relationships • Decision Making • Co-operative working • Self-discipline <p>Pupils who have not earned reward time and remain in class with their class teacher, taking part in normal lessons. Each class group can attain class rewards on a termly basis. This specifically encourages group co-operation in achieving good work and behaviour. Individuals can also be rewarded daily or weekly for achievement of their targets or particular positive behaviours through positive reinforcement and recognition, stickers, and Merits points.</p>
8. Environmental Factors
<p>The environment in which a pupil works can be instrumental in influencing their behaviour. Consideration should be given to such factors as to the décor, displays, presentation of work, and good quality resources.</p> <p>The school will endeavour to maintain all areas to a high standard. Damage, vandalism and graffiti should be reported to the Maintenance Team immediately. A log sheet is available on the server to inform and request them to attend to this. The cleaning staff work daily. Any extra cleaning or repairs should be reported to SLT. Pupils can have Merit money deducted as a consequence to damage caused around the school site or as an alternative complete reparation work around the school site, such as litter picking. Pupils should be encouraged to value and care for their surroundings. As part of the general power to discipline, members of staff are permitted to confiscate, retain or dispose of a pupil's property as long as is reasonable in the circumstances. These include prohibited items such as knives, alcohol, drugs, pornography etc.</p>

9. Classroom Organisation

The organisation of a classroom can minimise disruption. All staff need to be vigilant at changeover of lessons and be ready to receive pupils at the correct time, as this facilitates an ordered and settled start to the lesson. Within the classroom it is important to consider how to minimise disruption with some groups or individuals. Thus it may be more helpful for staff member to move to pupils rather than for them to come to staff. By having the appropriate resources available prior to the start of the lesson avoids unnecessary delay and potential conflict. Pupil's self-concept increases by improving self-esteem and self-image through achievements and success. Display of pupils work is an important element in helping this.

10. Lesson Content

Lessons need to be well planned and effectively differentiated so that pupils understand what they are required to do, how to do it and when they have succeeded. Teaching and learning styles should be flexible enough to support pupils whose behaviour may fluctuate. At times it will be necessary for staff to demand conventional and orthodox learning styles such as pupils sitting individually, separated from others and learning to raise hands for help or to contribute. At other times staff may wish to help pupil development by group work, paired work, asking pupils to find out information from places outside the classroom. EHCP's / BSP's should be adhered / referred to, ensuring that pupils needs are being met within the classroom. For some ESMH pupils less structured methods may offer risk. Nonetheless pupils must be offered the chance to develop their skills.

Lively and stimulating teaching also promotes good behaviour particularly when the work is well matched to their abilities. The Hexagonal Approach to Training and Learning has helped develop enhanced classroom practice and pedagogy. The school has a teaching and learning local procedure which builds on this.

Many pupils in school have created difficult behaviours to mask their inability to cope with the diverse curriculum. Creative planning, differentiation and a balance of supported and independent work is completed and implemented by individual teachers.

11. Intervention in the classroom

There should be a strong emphasis on giving praise and positive feedback for both work achieved and good behaviours. By giving even attention and encouragement to all pupils and by reinforcing co-operative working, pupils will be motivated. Reprimands initially need to be as private as possible. At times it may be necessary to confront pupils but staff should show sensitivity and allow pupils space and opportunity to change behaviour without losing face. Staff need to reinforce the general local procedure, which is that pupils may take time out literally or metaphorically, but on the understanding that work will be made up. All pupils need to know this. Unacceptable behaviour such as verbal and physical abuse should not be tolerated and pupils should be asked to leave the classroom, or use time out, accompanied by the class TA to ensure that they are safe and that they have the opportunity to discuss and reflect on their incidents/behaviours. Whenever possible, work from that lesson will be provided for the pupil to complete whilst working 1:1 with the TA, elsewhere.

There should be an agreed time out room/place that pupils are required to go on such occasions, indicated on their BSP. The pastoral support room at Coxlease School is used to set periods of time for pupils whose behaviour is too disruptive and prevents others from learning. There are also several independent work stations/classrooms around the school site that be used as breakout rooms. All staff within classrooms have access to at least one mobile phone, if pastoral support or

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general support is required. If a pupil fails to complete a reasonable amount of set work, they may be required to complete that work at break, lunchtime or after school.

The catch up process is explained to all pupils and parents/carers at initial interview so that they can support the school by allowing us to work with pupils and address the issues on the same day as the incident occurred, if and where necessary.

12. Reflections / Sanctions / Consequences

It is made clear to pupils that there are consequences in failing to present and sustain appropriate behaviours in and around the school site:

- That they may not enjoy some of the rewards available for positive behaviours.
- That verbal and physical abuse is a form of bullying and whether aimed at staff or other pupils will not be tolerated and acted upon with immediate effect, in line with the bullying policy.
- They can make up any lessons/work that they have missed in their own time (Break / lunch / after school)
- That there are necessary and relevant consequences for our actions – both positive and negative and we have to accept responsibility for what we do and say.
- They may have to work away from other people in order to reflect and focus (Intervention rooms)
- A sustained period on unacceptable behaviour or any significant incident in school may result in a non formal internal exclusion, which will result in the said pupil working away from peers for a set period of time.

13. Positive Handling (Refer to physical intervention policy)

The Schools follows the LEA and national guidelines on positive handling and uses the Team Teach Approach; a recognised intervention strategy which promotes de-escalation, diversion and diffusion to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline both in the classroom or elsewhere (including school trips). All staff are given training and refresher courses at regular intervals.

All parents/carers and pupils are informed of our local procedure at initial interview.

There are occasions when pupils are putting themselves or others at risk of harm and as a last resort physical intervention has to be employed.

Team Teach involves the positive application of force to overcome moderate resistance, guiding and directing person's free movement. The paramount purpose of this application should be to safeguard the person, other people or prevent significant damage to property. Each PH incident follows the principle of minimum force, least intrusive and least restrictive for the shortest amount of time.

The overriding principle adopted by the school relating to positive handling is that the best interests of the child takes precedence over every other consideration. The physical techniques that have been developed and which are employed in the school rely on biochemical efficiency rather than physical force. This ensures that no party suffers injury or are subjected to extreme discomfort or pain. The School does not plan to effect ground holds.

Protocols are in place in Positive Handling practice that reduces the length of time that physical interventions are applied by offering choice at regular intervals. Often the introduction of a new,

uninvolved person serves as a positive turning point, where the perceived or real focus of anger is removed.

As soon as possible following a significant event, parent/carers/care staff are informed by a staff member of staff and where the antecedent, behaviour and consequences are discussed.

An incident form is completed immediately following any significant incident, such as aggression or violent behaviour. This form is available for inspection by the child's parent/carer/social worker should they wish to do so and is completed on our central DATIX system.

Each completed form is seen and signed off by the Assistant Head Teacher, who oversees behaviour and then stored on the system. Such data is then used to produce a behaviour impact report, which feeds into the governance report, on a half termly basis. It is analysed half termly to identify key issues and to address what strategies can be amended or introduced to reduce PH incidences.

All pupils will be checked for injuries immediately after the RPI, and again the following morning, in the event of the RPI taking place on a Friday injury checks will be made first thing on Monday.

In light of the COVID 19 guidelines, if staff are unable to acquire PPE before going hands on then, if absolutely necessary, RPI will be performed but that staff member quickly replaced with a staff member that has been able to wear PPE. Following an RPI staff are supported and supported to get tested, if they feel applicable and advised to clean themselves thoroughly using appropriate sanitisers and wipes.

Where staffs are assigned to work with a pupil that may present a heightened risk (supported by the pupil risk assessment), staff are encouraged to carry PPE with them, especially on off sight activities.

14. Bullying (Refer to countering bullying policy)

Bullying is a form of disruptive behaviour whose effects can be long-term and deep rooted. It can take various forms of name-calling, teasing and physical abuse to intimidation, extortion and serious physical assault. Racial and sexual harassment are particularly insidious forms of bullying. There is a separate local procedure on Anti-bullying as well as a complaints procedure for pupils.

15. Exclusions

Exclusion from school is a legitimate last resort for pupils who seriously fail to work within the accepted framework of discipline. It is not considered as a sanction for pupils at Coxlease School but to give the pupil concerned the opportunity to reflect on their behaviours and/or the school the chance to put alternative strategies and arrangements in place in line with the school's Safeguarding Local Procedure. In some cases it is necessary to protect others.

The school only uses exclusion either in cases of severe breaches of behaviour or as a last resort when a variety of other intervention and support strategies have been tried and failed. It is important to be seen to be fair and to allow pupils a realistic return to school so that they have the opportunity to move forward from their previous misdemeanours. During the time of exclusion work will be arranged for the pupil.

Any pupil who has had fixed-period exclusions and is thought to be at serious risk of further exclusion should be included in their risk assessment, specifically addressing what measures are in place to reduce the risk of further exclusions. This is to be implemented during the first re-integration meeting held with members of senior management and relevant tutor.

This is a school-based intervention to help individual pupils better manage their behaviour, and it should involve other agencies where appropriate.

It should:

- Set clear targets for improved behaviour, within a fixed timescale.
- Detail strategies to support the pupil to meet the targets.
- Identify rewards for meeting the targets.
- Identify sanctions that will be applied if the targets are not met.

16. Pupil Voice

Here at Coxlease, we like to ensure that the pupil voice is heard but also acted upon, ensuring that our pupils feel safe and valued. Some of the more explicit ways of allowing a pupil voice can be seen below;

- Pupils are aware of how to and who to seek out should they want to make a formal complaint.
 - We have an active school council with a representative from each tutor group, that meet on a monthly basis to discuss topical issues / concerns.
 - Pupils vote for their pupil of the term within their tutor group, who are then acknowledged with a certificate and invite to the Dominoes pizza buffet, with other winners.
 - Pupils will also vote for pupil of the year through a voting system.
 - A pupil voice questionnaire is sent out once a term, in which responses are collated and acted upon by the behavioural lead, highlighting any concerns and areas for improvement.
 - Pupil self-assessment in PIES development (Physical / Intellectual / Emotional / Social).
- The results from such assessments are then used to drive areas for development both individually and across key stages, whether this be through enrichments, tutor programmes or thematic days.

17. Parental Link

Once a pupil is enrolled in the school, parents/carers are contacted on a regular basis at least weekly to report positive occurrences and to work collaboratively with parent/carers on concerns. A weekly copy of each pupil's points sheets, reflecting both behaviour and academic grades, is sent home. In some cases, following discussions with parents, careers and homes, a text or phone call may be the preferred method of feeding in. Pupils are encouraged to share their achievements with parents/carers by taking home awards and items made in school.

Our student support officer is in regular communication with parents/ careers/ social workers, whether this be for general updates or feeding in following any significant incidents.

The Care Team are heavily involved in initiating and maintaining regular and positive communications with all pupils particularly in relation to attendance and behaviour. Parent/carers are also encouraged to come into school whenever they feel there is an issue that they wish to raise.

18. Training and Induction

All new members of staff are fully inducted into the ethos and procedures of the school. Since Coxlease School is a small school, induction for new staff will be on an individual basis but support and training will be discussed and organised by the SLT.

Training is linked with the member of staff's Performance Management and career aspirations, through Continuous Professional Development and the Schools Development Plan.

17. COVID 19 (Please refer Coxlease School's COVID Risk Assessment)

A COVID risk assessment has been produced to ensure that within our power the site is as safe as possible for the pupils and staff. It is imperative that we adhere to the guidelines and structures implemented to ensure the safety of all pupils and staff on site. Below are the key mitigating factors implemented to reduce risks:

- Pupils and staff will have to sanitise hands and have temperature taken on arrival to school, and at lunch. Any pupils / staff with a high temperature (>37.8+) will be sent to pastoral room and checked again 20 mins later. If ok, they will return to class. If temperature remains high, then pupils will be picked up and taken home to self isolate
- Staff and pupils are equipped with home testing kits, to be complete twice a week.
- Any pupil / staff member that is tested as positive will be asked to self isolate for the 10 day period.
- Clear information provided to all staff and pupils on action to take if they feel they are presented symptoms and will be asked to self-isolate for at least 48 hours and wait until test results come back as clear, if testing has been complete.
- Pupils and staff will have assigned 'educational bubbles', based in Key Stages, where they will be educated on a daily basis, reducing transitions.
- Pupils will also have break and lunch in assigned 'bubbles'.
- Pupils will need to follow the assigned one way system, clearly signed around the school site.
- There is signage and posters throughout the site, reminding pupils and staff to keep a social distance of 2m
- Markers particularly around the canteen area have been put on the floor as a visual representation of the 2M required when queuing.
- In each and every block, handwashing facilities are available as well as sanitising gels and wipes available in each classroom. Pupils are encouraged to wash hands and use alcohol based sanitiser regularly and wipe down work stations at the end of a day.
- School cars are not to be used barring essential travel.
- Only forest walks within the local vicinity are allowed in terms of off site activities and must have risk assessments produced in line with government guidelines.
- PPE, in terms of gloves, masks and aprons are available and easily accessible to staff and pupils if and when appropriate.
- In the unfortunate event of an RPI, if staff are unable to acquire PPE before going hands on then, if absolutely necessary, RPI will be performed but that staff member quickly replaced with a staff member that has been able to wear PPE. Following an RPI staff are supported and supported to get tested, if they feel applicable and advised to clean themselves thoroughly using appropriate sanitisers and wipes.

Inappropriate behaviour presented by students and behaviour that places others at risk will be managed robustly and quickly.

Summary

The ethos of the school is central to establishing and maintaining high standards of behaviour. The staff group work hard to agree clear priorities and consistency.

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By clearly setting out to pupils what is expected of them, pupils will be able to operate in a clear framework of what is acceptable in terms of behaviour attitude and activity. Staff set an example to pupils, both in the quality of their work and their high standards and expectations for themselves and their pupils. They also treat each other and the boys with respect.

Coxlease School continues to evolve and develop. We constantly assess, evaluate and put new procedures into practice. If we are to succeed in delivering a high quality education we accept that we must be prepared to change and to adapt. This is perceived as a strength of the school.

We will continue to hold high expectations of pupils so that acceptable standards of behaviour are nurtured and developed in an empathetic and supportive educational environment that allows pupils to achieve academically and maximises their life chances.

Contents Checklist (Local Sites may add additional items – this is a core list)			

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions