

Local Procedure Title	Positive Behaviour Support
Site	Talocher School
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Local Procedure Ratification	Checked and approved by: Claire Imber

<p>1. Introduction</p> <p>Our Positive Behaviour Support Local procedure is guided by our vision and core values. Our aim at Talocher is to enthuse, motivate and enable all to have appropriate foundations and adaptability to be successful in an ever-changing world.</p> <p>Talocher School is an Independent Special School that provides full-time education for learners between the ages of 7 and 19, placed by Local Authorities from within England and Wales. Learners who attend Talocher are unable to attend a mainstream educational provision as their needs could not be met within a mainstream setting. All our learners have a primary need of social, emotional, and mental health, behavioural difficulties, autistic spectrum disorder (ASD), associated learning disabilities and/or complex needs. We provide a rich, broad, balanced, relevant and differentiated curriculum which is aimed and dictated by the diverse and complex individual needs of our learners.</p> <p>Our priority is the welfare, health and safety of our learners. This is achieved by providing a consistently safe, secure, caring, and compassionate environment. Our approach to positive behaviour support and therapeutic framework encourages learners to trust the adults around them, act responsibly, respectfully and independently. Positive Behaviour Support is focused on improving quality of life. The most important goal of PBS is to improve the quality of life; this is a non-contingent and non-negotiable commitment, regardless of diagnosis, setting or behaviour. The aim is to make life better for the individual, so they have less need to use behaviours that challenge. Our staff look to nurture, guide and provide positive educational opportunities that are child-focused so that each individual can progress and flourish towards a positive future in a healthy, happy and enjoyable way.</p> <p>Our core values are to: Be safe – Be healthy – Be aspirational</p> <p><u>The Aim of this policy</u></p> <ul style="list-style-type: none"> • To create an environment in which all learners feel safe and can work towards a stage where they are all ready to learn. • To ensure that all learners are treated fairly, shown respect and develop good relationships. • To enable our learners to develop a positive sense of self-worth, respect, and tolerance for others. • To empower our learners to take control and make positive decisions for their lives and communities. • To empower adults to support our learners' growing independence and understand how to skilfully support each individual's need.
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- Planning to meet the needs in a person-centred way that promotes wellbeing and the opportunities for individuals to realise their rights.

2. Policy Principles

Talocher School strives to create a school community which is trauma informed and uses a relational approach.

This trauma informed approach is embodied by our aspiration to build a nurturing and caring ethos which permeates our school environment. We have developed a behaviour policy which places relationships as the cornerstone for our learners to thrive, both academically and in relation to their wellbeing.

At Talocher School we:

- Understand all behaviour is a form of communication.
- Understand that all our learners bring their own unique narratives that require a personalised, person centred approach to care, support and guidance.
- Place relationships and a learners' sense of safety and security at the heart of classroom management.
- Encourage nurture, warmth and empathy, even when a learner is presenting with behaviours that feel challenging.
- Promote a sense of community and belonging.
- Take individual circumstances into account (there is a need for differentiation in behaviour).
- Know that learning can only take place once a learner feels safe and related.

As part of this engagement, all staff are present at breakfast time to meet and greet the learners into school. Staff members are trusted key adults for our learners, so this model impacts greatly on the continuity of building trusted relationships. Tutor Time is timetabled every morning and end of day, so learners can access their key adult and support can be provided when needed.

3. Talocher School employs Positive Behaviour Support.

It is important to the learners at Talocher that all adults learn to understand their individual needs. Each child has a unique combination of strengths and difficulties which impact their readiness to learn, communicate and regulate.

It is recognised that many of the learners who attend Talocher School find difficulty in regulating their levels of arousal. The reason(s) for this could include:

- ACEs
- Inconsistent care
- Poor experience of schooling
- History of abuse
- Low self-esteem
- Low self-worth
- Medical conditions

It is important for staff to create a positive, nurturing environment that caters for an individual's needs. To create a safe and happy environment where learners can be aspirational, there are expectations that should be followed to by all learners and staff.

Our Expectations of the learners:

- We treat each other with kindness and respect.
- We keep ourselves and others safe.
- We aim to engage in all aspects of school life.
- We treat the school environment with respect.

Our Expectations of the staff:

- We value our relationships with all learners and their families.
- We strive to understand the function behind a learners' behaviour.
- We consistently model the behaviour we wish to see.
- We always give learners a fresh start as required.
- We ensure that we support and implement the agreed trauma informed/relational approaches.
- We use trauma informed language/ relational approach in our daily routines.
- We have a good understanding of all the Positive Behaviour Support Plans for the learners we work with.
- We update the individual Risk Assessments for learners whenever we have witnessed behaviours that could pose a risk to the learners, peers and staff.
- 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 learners to fully integrate and become successful members of the wider society; striving to achieve our core aims.
- We monitor and track the progress of each learner we work with in all areas of their learning.
- Undertake comprehensive, regular and relevant internal and external training to support us executing our roles effectively.
- We 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 maximises their quality of life.

The expectations of our SLT:

- Ensure consistency of approach by all school staff through regular group and individual training, debrief sessions, monitoring and moderation of strategies.
- Provide effective and visible school leadership to support staff and learners in implementing the behaviour local procedure and reinforcing an ethos of positive reinforcement. By organising the school day and its facilities to consider and effectively address learners' needs.
- Monitor good classroom management, learning and teaching through observations, learning walks, feedback and monitoring.
- Implement a range of clear, appropriate rewards and sanctions that are fully understood and embedded across the school – these may vary from phase to phase and class to class.
- Ensure that there is a strong learner support system through teaching staff, keyworkers, LSA's and a Therapy team who are regularly available to provide required counsel and support. Learners are also supported through the implementation and promotion of key policies such as Anti-Bullying, Safeguarding and Child Protection.
- Provide staff with a strong wellbeing support network.

4. Behaviour Management Procedures and Intervention Strategies

If behavioural management procedures are to be effectively implemented, it is vital each learner is recognised as an individual.

At Talocher School all learners have:

- 1 Page Positive Behaviour Support Plan (Proactive, active and Reactive)
- An individual Risk assessment
- Individualised short-term targets linked to the objectives on their EHCP/IDP

Each of these are reviewed termly by form tutors, or if/when there have been any notable changes in a learners' behaviours.

Behaviour will be monitored and analysed in the following ways:

- Daily SLT meetings to discuss weekly incidents
- Engagement trips for learners who have earned sufficient points on Sleuth
- Learner debriefs
- Individual learner Case Studies
- Wellbeing and engagement days/sessions
- Staff meetings
- Daily staff briefings
- Internal and FTE exclusions

When learners struggle to engage in daily school life there are staged interventions that will be implemented.

- Learners' individual PBS plans will be addressed so pro-active and/or active strategies can be employed in the classroom
- Learners are offered an alternate activity
- Learners are given the opportunity to withdraw from a lesson and complete work elsewhere
- Learners are offered the opportunity to speak with a key member of staff

Learners are grouped on the principle that they are either 'Learning to Learn', 'Ready to Learn' or 'Inspired to Learn'. Some learners may benefit from a more nurture-based therapeutic curriculum, designed to support our learners with more challenging behaviours; in these instances, there is a greater degree of flexibility in their learning socially and academically or a more thematic approach to learning.

5. Environmental Consistency

At Talocher School, we recognise that consistency and routines help our learners to feel safe. We aim to ensure that:

- All school staff have read the school's behaviour policy and feel confident in applying the policy
- We refer to the school expectations every time we provide feedback or discipline, in which we explain how a behaviour has/has not embodied these expectations
- All school staff are aware of the strategies being used to support individual learners with additional needs (including acknowledgement and awareness of the Positive Behaviour Support Plans)
- We aim for all school staff to have been trained by Trauma Informed Schools and/or the Relational Model. We also ensure our staff have engaged in training through our TWIST Lead that supports learners' emotional needs.

6. Positive Handling (Refer to Aspris Physical Intervention policy)

The school follows the company national guidelines on positive handling and uses the Team Teach Approach: a recognised physical intervention strategy which promotes de-escalation, diversion and diffusion to prevent learners from injuring themselves or others and improve their quality of life. All staff are given training and refresher courses at regular intervals. All parents/carers and learners are informed of this policy at their transition stage.

There are occasions if learners are putting themselves or others at risk of harm, as a last resort physical intervention must 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 PI 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 interest 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 use ground holds.**

Protocols are in place in Positive Handling practice that reduce 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 and 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/LA should they wish to do so and is reported on our central MIS Engage system by staff involved.

All learners will be checked for injuries immediately after the PI.

7. Rewards

At Talocher School we believe that praise and encouragement are the most powerful tools to develop a positive environment. Staff use the relational model when interacting with learners as well as encouraging a growth-mindset. This is the key to nurturing positive relationships and helping learners to grow.

The rewards system is employed to promote the engagement in daily school life. It helps the school in developing healthy, confident individuals, ready to lead fulfilling lives as valued members of society. By developing learners' motivation, resilience, empathy and decision-making abilities, they can be supported to become ambitious, capable learners, ready to learn throughout their lives.

Through enabling learners to manage risks, express ideas and emotions, develop and maintain healthy relationships, and take on different roles and responsibilities, we can support them in become enterprising, creative contributors ready to play a full part in life and work.

The reward system is one way in which the school can provide our learners with the opportunities to plan and set short-term and long-term goals and to take steps to achieve these. They also provide learners with the opportunity to reflect on the short-term, medium-term and long-term implications of the decisions they make. It is a vehicle to support learners to plan and implement sustainable, balanced and positive behaviours.

At Talocher School learners follow 'Talocher Token' reward system.

Tokens are awarded for the following things:

- Attendance to lessons
- Engagement in a lesson
- Compliance in lesson
- Conduct around the school at breakfast
- Conduct around the school at brektime
- Conduct around the school at lunchtime
- Conduct around the school at home time
- Being in uniform
- Engagement in vocational activities
- Special mention (for anything else that people wanted to comment on)

The learners can earn tokens over the course of the week and then decide whether they want to save or spend each week in the 'Talocher shop'. Learners would need to accrue a certain number before they could purchase anything.

Accruing tokens as currency:

Learners can earn 30 points each day (not including special mentions). Learners should be encouraged to save their points so they can spend them on items they want. A shop with items on sale will be displayed digitally for staff to share with learners. If they have items they would like to work towards, they can request that item. If learners want to spend their points frequently, there would be items they could take home each week.

30 points equates to £1.

Tiered engagement activities on Friday:

The engagement activities are to promote the engagement in daily school life. They should help the school in developing healthy, confident individuals, ready to lead fulfilling lives as valued members of society. By developing learners' motivation, resilience, empathy, and decision-making abilities, they can be supported to become ambitious, capable learners, ready to learn throughout their lives.

Through enabling learners to manage risks, express ideas and emotions, develop and maintain healthy relationships, and take on different roles and responsibilities, we can support learners to become enterprising, creative contributors ready to play a full part in life and work.

The engagement activities are linked with the number of points accrued over a two-week period. This links with the number of points accrued for 9 days.

Bronze – on site activities (below 60% - 161 points or less)

Silver – going out for a drink/skate park/football/walk (60-69% - 162-188 points)

Gold – rock climbing/go-karting/trampolining/kayaking/free-running/ biking/zip wire (70% - 189 and above)

8. Reflections / Sanctions / Consequences

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

- They will not gain their maximum points on Sleuth depending on their engagement and conduct on school site.
- That they will lose the opportunity to engage in the reward trips based on the number of points they have accrued over each 9-day period.
- That verbal and physical abuse is a form of bullying and whether aimed at staff or other learners will not be tolerated and will be acted upon with immediate effect, in line with the bullying policy.
- They may have to work away from other people in order to reflect and focus.
- A sustained period of unacceptable behaviour or any significant incident in school may result in an internal or FT exclusion, which will result in the said learner working away from peers for a set period of time.

9. Exclusions

Talocher School recognises the potentially detrimental impact of exclusion and consequently aims to minimise using any form of exclusion to respond to behaviour that challenges us.

In order to avoid exclusions, we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour). This will include informing parents/carers of the risk of a fixed term or permanent exclusion as soon as possible.
- Use restorative conversations alongside the child or young person to reflect on triggers, thoughts, feelings and what might help in the future.
- Use a relational approach to behaviour management.
- Discuss Positive Behaviour Support Plans and help support a child or young person to understand their emotions.

On the rare occasions that exclusion is used, we will:

- Maintain contact with the learners and their family throughout the process.
- Use Restorative Practice to structure our reintegration meetings and reduce blame.
- Hold a restorative group for staff involved in supporting the learner.
- Place learner's (and parent's/carer's) voice at the heart of each step of the process.

10. Parental Link / Conduct

Once a learner 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. Learners are encouraged to share their achievements with parents/carers by taking home awards and items made in school.

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

In addition to the expectations of the staff, to develop a collaborative and respectful culture, we also have expectations of conduct regarding parents/carers.

Collaborative working is essential not only to achieve the best outcomes for our learners; it is

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also essential in modelling communication skills to our learners.

11. Training and Induction

All new members of staff are fully inducted into the ethos and procedures of the school. Since Talocher 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 PDRs and career aspirations, through Continuous Professional Development and the School Improvement Plan.

All staff will be Team Teach trained at the earliest convenience to support with the approach to positive behaviour.

Contents Checklist (Local Sites may add additional items – this is a core list)			
Introduction	X	Reflections/Sanctions/Consequences	X
Policy Principles	X	Exclusions	x
Talocher school employs Positive Behaviour Support	X	Parental Link/Conduct	x
Behaviour Management Procedures and Intervention Strategies	X	Training and Induction	x
Environmental Consistency	X		
Positive Handling (Refer to Aspris Physical Intervention policy)	X		
Rewards	x		

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
01.06.23	Hannah Al-Wahid	Alterations from DOJO to Sleuth for rewards/engagement activities.