



**Queen's Croft High School**

# **Positive Behaviour Policy**

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**Adopted by Governors:**

**September 2022**

**Review Date:**

**September 2023**

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### 1. Aims of the Policy

- To promote the development of positive behaviour for all our students.
- To demonstrate how our approach to positive behaviour is linked to other areas of our provision.
- To demonstrate how we use the principles of PROACT-SCIP to inform our positive behaviour policy.
- To promote consistent approaches to positive behaviour across the school at the same time as illustrating how these whole school approaches can be adapted for individual students.

### 2. Our vision for a positive behaviour approach to behaviour across the school.

We believe that all behaviour is communication and that our students need to be able to communicate their needs safely.

All of our students have an **Education Health Care Plan (EHCP)** which outlines their needs and provision. When our students' needs are being met they can be supported to self-regulate and manage their behaviour.

Relationships are at the heart of our positive behaviour approach at Queen's Croft High School. Our staff know the students well and understand their needs. Staff actively build trust and rapport with all the students, whilst having high expectations and demonstrating our belief in them to succeed.

By providing a curriculum being at the right level and engaging learning activities, incidents of negative behaviour can be limited and positive behaviour celebrated.

It is important to work jointly and plan with parents and careers to ensure consistency in our approaches between home and school. Pupil Profiles are shared with our parents and regularly reviewed.

Our relationships with other professionals are important so that we can work collaboratively with other therapists and professionals working with our pupils. The Intervention Team act as the central point for communication and case management.

### **3. How our school is organised to support positive behaviour from all students**

All adults in school – teachers, teaching assistants, support staff, volunteers, parents, governors and visitors – have a responsibility to model excellent behaviours to our students to support them in developing the positive behaviours they need for adult life.

#### **All staff at Queen’s Croft High School**

- treat all children fairly and with respect
- support children in raising their self-esteem and developing their full potential
- provide a challenging, interesting and relevant curriculum
- create a safe and pleasant environment, physically and emotionally
- are a good role model
- form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- recognise that each child or young person is an individual, and to be aware of their individual special needs

#### **The role of the class tutor & the use of tutor times**

Class teachers and form tutors support our learners by working collaboratively to learn, understand and have insight into why our students become dysregulated, and reflect on why/how it impacts on their behaviour. Class teachers and form tutors are responsible for the day-to-day positive behavioural support.

Form tutors produce a Student Profile (Appendix 2) and review proactive, active and reactive strategies to support their students:

- Proactive: strategies that will address the students needs and avoid challenging behaviour. This will include any provision as detailed in the student’s EHCP.
- Active: support strategies to de-escalate.
- Reactive: strategies to use to resolve any challenging behaviour.

The EHCP is the starting point for class teachers and form tutors to support student needs and promote positive behaviour.

Tutor Time is a key point in the pupils’ day, both at the start of the day, registration and at the end of the day. This gives the key adults working with the pupils an opportunity to check in, implement interventions and maintain those important relationships that support the pupils to regulate their behaviour.

#### **The role of the pastoral Lead for each key stage**

The pastoral lead for each key stage has overall responsibility for positive behaviour within the key stage. The Pastoral Lead has oversight of the strategies to support individual students. They will identify any students where behaviour is of a concern and work with their key stage team to create positive solutions.

## **The role of the school's Intervention Team**

The school's Intervention Team work collaboratively with our students, parent/carers, school staff and other professionals to develop strategies as part of a positive behaviour approach to support self-regulation and the management of behaviours in a supportive manner.

### **Individual student profiles**

All students have individual student profiles (Appendix 2). These are produced through co-production between the form tutor, class TA and individual students. These student profiles outline the student as an individual, their likes and dislikes and include their aspirations. In addition, all students have a range of proactive, active and reactive strategies identified which are shared with all the staff working with them.

These student profiles are reviewed and updated at least termly and when needed. Positive transition within school and to the student's next provision is imperative and these student profiles underpin this.

## **4. Whole school recording systems for positive and negative incidents of behaviour**

### **Sleuth**

Sleuth is a school information system that is used at Queen's Croft High School to record both positive and negative incidents of behaviour.

Staff log both positive and negative behaviours as well as the actions that they have taken in response.

### **Where to access help with using Sleuth**

Support for accessing Sleuth can be provided by Ben Bullement, ICT lead or Julia Lloyd-Jones, Deputy headteacher.

### **How Sleuth data is used to inform our responses to student behaviour – who is responsible and when will this happen?**

All staff are able to use Sleuth to help understand negative incidents of behaviour, look for patterns and identify strategies to promote positive behaviour.

Pastoral leads regularly review Sleuth and use the Sleuth data to identify concerns and raise these with the Deputy Headteacher in their weekly meetings or sooner if needed.

The Interventions Team will review the Sleuth data when a concern has been raised and make suggestions on the ways to support the student. Where appropriate they will liaise with Health and Social Care professionals for additional support.

## **5. Reward systems**

The use of rewards is differentiated across the school to reflect the needs of the pupils within the Key Stage or Department.

Post-16 have Prefects who are given responsibilities. These include providing moral support and encouragement to peers during break and lunch times.

- Individualised reward systems

Individual pupils and classes may respond well to reward charts and this may also be used to support positive behaviour at home

- Communication with parents /carers.

Effective communication with parents/carers is essential to best support a pupil's positive behaviour. Where there has been an incident staff will endeavour to communicate with parents/carers as soon as possible. Conversations are logged on Sleuth for effective information sharing.

## **6. Responses to negative behaviour**

All pupils have Positive Behaviour Strategies which follow the principles of PROACT-SCIPr-Uk 70% Proactive, 20% Active and 10% Reactive. These strategies are the starting point for any response

## **7. The use of PROACT-SCIP & reasonable force.**

Situations in which restrictive physical intervention may be appropriate or necessary fall into three broad categories:

- Planned Interventions
- Unplanned/Emergency Interventions
- As part of a Therapeutic or Education Strategy

Examples of situations where a restrictive physical intervention may be appropriate are:-

- To prevent a young person/pupil from running towards a busy road;
- To prevent a young person/pupil from self-injuring or injuring another person;
- To prevent a young person/pupil from causing serious damage to property.

School staff may also use reasonable force where a pupil is affecting the maintenance of good order and discipline. Examples of which include:

- Removing a disruptive pupil from the classroom when they have been instructed to leave but have refused.
- Preventing a pupil behaving in a way that disrupts a school event or a school trip.
- Preventing a pupil leaving a classroom or school where allowing this would risk their safety or lead to behaviour that disrupts the behaviour of others

The decision to use reasonable force is a matter for professional judgement however staff should be aware that research clearly shows that injuries to staff and pupils are more likely when the intervention is not planned. Before physically intervening staff should, wherever practicable, attempt to resolve the situation by using other methods. Information about strategies is available in section 3.5 of this guidance.

There are occasions when physical contact, other than reasonable force, with a child is proper and necessary. Examples are:

- holding the hand of the child at the front/back of the line when going to assembly or when walking together on an outing
- when comforting a distressed individual
- when congratulating or praising the young person
- to demonstrate how to use equipment or a skill e.g., a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching
- to give first aid

Restrictive physical intervention for the protection of property must only be for extreme circumstances. There must be an assessment on whether it is worth the risk of injury, to protect the property.

In extreme circumstances, such as an immediate and realistic threat of arson or where life is at risk (e.g., service user/pupil has weapon); the police are obliged to attend if you make the urgency clear to them.

Restrictive physical intervention maybe used as a preventative measure in order to prevent physical injury, for example if a young person attempts to obtain a weapon which would later make physical intervention problematic and dangerous to staff.

### **3.2 Planned Interventions**

Pre-arranged strategies and methods to deal with situations should be planned where a risk assessment has identified the likelihood of the need for physical intervention. For many situations, an early intervention will be more effective, and be able to be implemented at a lower level and with less risk, than a later intervention.

Planned restrictive physical interventions should be:

- Agreed in advance by relevant professionals working in consultation with the service user, their family/carers and an independent advocate if appropriate, in the case of children, those with parental responsibility.
- Be in the best interests of the individual.
- Monitored during implementation by an identified member of staff who has relevant training and experience.
- Recorded in writing so that the method of restrictive physical intervention and the circumstances when its use has been agreed are clearly understood.
- Included as part of a care plan or individual service user records or pupil behaviour plan/records.
- Routinely monitored and reviewed.
- One component of a broader approach to meeting the individual's needs.

## **Staff training**

The school has in-house qualified PROACT-SCIPr-Uk instructors who work closely with the Educational Psychologists from Staffordshire County Council. All staff are trained and complete a refresher course annually.

## **Recording of incidents**

All incidents are recorded on Sleuth and are reviewed as part of the annual audit and regular meetings of the PROACT-SCIPr-UK instructors. Along with the incident details, Communication with parents/carers, Student de-brief and Staff de-briefs are recorded

The school's Physical Interventions Policy is reflective of the "Positive and Proactive Care: Reducing the need for restrictive interventions," Department of Health 2014 & Department for Education "Use of reasonable force– Advice for headteachers, staff and governing bodies" July 2013.

## **8. Our school rules and the use of suspension or exclusions as a sanction.**

### **Our school rules are:**

- We expect staff and students to show **kindness** at all times.
- We expect students to demonstrate **engagement in their learning**
- We expect students to show **courage and resilience**

These rules inform our positive behaviour points that are collected in each lesson and recorded on Sleuth.

We believe that exclusions are the last resort in supporting a pupil with positive behaviour but in exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and is always considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised.
- Incidents of knife crime or the deliberate use of weapons in school.
- Incidents of sexual violence.
- Incidents of significant deliberate damage to property.

A decision to exclude a pupil are made on an individual basis and should always be a reasonable and measured response.

It is extremely rare for us to permanently exclude a pupil at Queen's Croft High School.

In the event that Queen's Croft High School is not able to meet the needs of an individual pupil, we will always aim to work with the pupil's family and the Local Education Authority to identify an alternative placement.

All exclusion are reported to the Governing Body, Local Authority, the allocated social worker or Head of the Virtual school for Looked After Children.

## **9. Legal Framework**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### Links to Anti-Bullying Policy & PSHCE curriculum

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Further details can be found in the Anti-Bullying Policy and links in the PSHCE curriculum document.

## **10. Responses to peer-on-peer sexual abuse (Ofsted focus for Sept 2021)**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **Appendix 1**

### **Written Statement of Behaviour Principles**

Queen's Croft High School is a learning community for youngsters who find learning difficult. A generic Special School, it serves students with a range of special educational needs. We have high standards of behaviour and high standards of care. Pupils are given the opportunity to achieve and the support they need to succeed.

These are the principles that underpin our behaviour at Queen's Croft High School:

- Every member of the school community understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff, volunteers and visitors set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- Pupils are given the opportunity to repair relationships after incidents of poor behaviour are addressed
- The behaviour policy is understood by pupils and staff
- Inclusion is at the heart of all we do and exclusions are only used as a last resort
- We help all members of the school community to build resilience to support themselves in managing their behaviour appropriately
- Pupils are helped to take responsibility for their actions
- Families are encouraged to support pupils in their behaviour and following behavioural incidents to foster good relationships between the school and pupils' homes

The governing board emphasises that violence, intimidation or threatening behaviour will not be tolerated in any circumstances.

The guiding principles of behaviour are reflected in our Vision and Values document, our Staff Code of Conduct and our Managing Aggressive Behaviour from Parents and Visitors Policy

## Appendix 2: Student Profile

### Student Profile for September 2022

**Page 1** : Information about the pupil as a person – Who are they?

**Page 2:** Information about additional needs & recommended support strategies – learning and communication needs, medical needs, emotional needs and any significant facts about life outside of school.

**We believe that knowing about each pupil as an individual is the MOST important piece of information to help us support learning and development. This helps us to form the positive relationships that are the foundation for all other learning.**

#### Page 1: Who?

##### 1.1 Photograph.



##### 1.2 Special interests or hobbies.

Performing to an audience – making people laugh.

##### 1.3 Personal qualities.

Frank is a very caring young man who thinks deeply about things. He is quick to apologise when he has done something wrong and wants to be friends with everyone.

He has a big personality and loves being the centre of attention – but sometimes gets a bit overwhelmed when he has got everyone’s attention!

##### 1.4 Favourite people in school.

Abigail! – Frank and Abigail are good friends and enjoy each other’s company.  
Frank likes charming the female staff in school.

##### 1.5 Self-view – what do they think about themselves?

Frank’s view of himself is developing – he wants to be successful and well-liked but is not very confident that he is a really likeable person. Any indications that he is not well-liked (e.g. negative feedback) cause him to have a bit of a “wobble.”

## 1.6 What would be their dream after-school job / occupation?

Frank would be great as a “front-of-house” restaurant worker – meeting & greeting customers, making sure they are well looked after and keeping them entertained.

### Page 2: What they need

Proactive strategies
<ul style="list-style-type: none"><li>• Access to a daily sensory diet</li><li>• Quiet space</li><li>• Provide Frank with prior warning to loud sounds (if possible)</li><li>• Limit the amount of background noise within the classroom</li><li>• Regular movement breaks</li><li>• Use of theraband tied around the front legs of Frank’s chair</li><li>• Visual task plans</li><li>• Visual timetable with increased warning regarding any changes in routine.</li><li>• Encourage sensory strategies to support regulation throughout the day.</li><li>• Eating crunchy foods at snack times (bread sticks/celery/ carrot sticks etc).</li><li>• Drinking from a bottle with a straw to increase resistance.</li><li>• Deep pressure (use of weighted items such as weighted lap bag).</li><li>• Use of gym ball for regulation and proprioceptive feedback.</li><li>• Deep breathing activities.</li><li>• Progressive muscle relaxation.</li><li>• Access to drawing/writing book.</li></ul>
Active strategies
<ul style="list-style-type: none"><li>• Direct Frank to write in his book</li><li>• Add worries to his worry box</li><li>• Go for a walk</li><li>• Take time out of the classroom</li><li>• Talk to trusted adult</li><li>• Move away from peers and work alone</li></ul>
Reactive strategies
<ul style="list-style-type: none"><li>• Firm voice from known/trusted adult</li><li>• Individual space, do not engage</li><li>• Processing time</li><li>• Once calm, conversation with adult</li></ul>

Please tick all that are in place and consult for details

<b>Care plan</b>	<b>Personal Evacuation Plan (PEP)</b>	<b>Risk assessment</b>	<b>Intimate care plan</b>