



## Positive Behaviour Policy

Frequency of review:	Annually, or whenever government updates require it		
Dates of previous review:	June 2021		
Date of next formal review:	October 2021		
Linked policies/documents:	See page 16 for linked policies and documents		
Comments:			
	Name	Role	Date
Policy Owner	Becky Tuxford	Assistant Head - Pastoral	June 2021
Ratified by (governor)	FGB	Full Governing Body	June 2021

## **Executive Summary**

1. This policy establishes the standards of behaviour required of all students at Northease Manor School
2. Staff at Northease Manor School have high expectations of behaviour and view positive behaviour as an essential contribution to the educational experience and achievement of the students and to their happiness and well-being while in school
3. We actively promote good relationships, self-regulation, consideration for others, tolerance, good manners, social responsibility, physical safety and emotional well-being
4. All members of staff lead by example and model positive behaviour. All members of the school community have an important responsibility to help achieve this by modelling positive behaviour and encouraging students to do the same
5. The policy outlines the school's expectations around behaviour and provides information on the way in which positive behaviour is rewarded and negative behaviour is sanctioned
6. The policy is reviewed annually by the Assistant Headteacher for Pastoral and Welfare upon consultation with key members of staff.

## **Introduction**

Most of the students who attend Northease Manor School have experienced mainstream placements where their academic, social and emotional needs have not been met. The majority of students have a diagnosis of Autism and/or Dyslexia. Alongside these, students have other co-occurring difficulties including ADHD, DCD and sensory processing difficulties. Students also experience high levels of anxiety and other mental health difficulties. These factors can impact on how our students communicate and express themselves, receive and process information, experience their environment, manage relationships and regulate emotions.

At Northease Manor School we want to understand the whole child, so we work in a holistic way to support and develop each child's academic, emotional, social and behavioural wellbeing so that we achieve the best outcomes for each individual. Our goal is to create happy, confident, fulfilled young adults who are ready for the world of further education and work.

## **Statement of expectation**

### **Students are expected to follow the School Rules and Student Code of Conduct, which are:**

- Treat other people with respect, by listening to them and accepting they have contributions to make
- Give your very best effort in everything you do
- Follow reasonable staff instructions
- Show consideration for everyone's safety, property and feelings
- Behave in a safe, sensible, manner
- Arrive on time to lessons and activities with the appropriate equipment.

### **Staff are expected to support students, and the aims of this policy, by:**

- Building positive and strong relationships that are inclusive, respectful and that foster connection
- Modelling good behaviour, polite manners and acting with kindness and as a positive role model
- Maintaining clear boundaries and expectations around behaviour
- Noticing when students are dysregulated and by using appropriate de-escalation and co-regulation strategies
- Treating students fairly, taking into account the circumstances and the specific needs of each individual student. Staff understand that our students have a range of needs which may impact on their behaviour. Staff understand that behaviour is a means by which a child communicates important signs or information as to how they are feeling. Staff will look beyond the behaviour to identify why the student is behaving in this way and how to respond accordingly
- Appreciating everyone's efforts and contributions
- Familiarising themselves with the staff "Code of Conduct", and the standards of their own professional bodies
- Staff will support and engage in the School's Restorative Practice processes and will prioritise repairing relationships.

### **Parents and guardians are expected to support the school, by:**

- Working in partnership with staff to ensure good behaviour
- Informing staff of any concerns or significant events for the student
- Responding to concerns raised by members of staff
- Ensuring students come to school correctly equipped and prepared for work.

## **Provision**

We believe that children learn when they are happy and that they want to behave well. Students respond well when their positive behaviour is recognised and commented upon.

We are committed to ensuring that each student's provision meets their needs by:

- Clearly and accurately assessing their educational, social and emotional needs
- Developing Therapy Passports which outline each student's needs and the necessary strategies to support them

- Developing student resilience, support networks, self-esteem and confidence through the individualised work of our Protective Behaviours Practitioner
- Integrated Speech and Language Therapy and Occupational Therapy to develop students' holistic needs
- Embedding whole school approaches to emotional regulation and through the direct teaching of social skills
- Including the student, where appropriate, in their target setting and evaluation process to measure outcomes.

## **Praise and Rewards**

We consider it important that praise and rewards should have a considerable emphasis within the school; students will thus achieve recognition for a positive contribution to school life. It is important to develop and maintain consistency in the application of the reward system.

### **Use of descriptive and specific praise**

Descriptive praise is used by staff to tell students what we like about what they are doing, to reinforce positive behaviour and encourage correct behaviour choices e.g.:

- "I liked the way you got ready to start the lesson"
- "I think what you just said to X was very kind and thoughtful"
- "You are trying so hard today"
- "Excellent, I can see that two thirds of you are doing exactly as asked."
- "Nearly ready, just one or two to join the rest of us."

The use of descriptive praise gives students positive feedback and raises self-esteem whilst promoting positive behaviour.

## **Rewards**

We aim to develop a consistent system of rewards, which is understood by, and is accessible for all.

Rewards are linked to positive achievements and choices and promote positive behaviour.

Examples of rewards which staff are encouraged to use include:

- Descriptive praise and encouragement
- Class house points for work, effort and positive behaviour
- Merits - these need to be added to Engage under the student's name.
- Senior Leadership Team invited to give praise in classrooms or to groups or individuals as much as possible.
- Postcards home to parents to be used frequently, covering a wide variety of academic and non-academic achievements.
- Recognition for student's demonstrating the school values e.g. certificates, swift meal tickets and cheeky deserts to be given in assembly
- Weekly House Point winners to be rewarded in assembly.
- Certificates issued termly for high levels of attendance.

### **Restorative Practice**

'A restorative school is one which takes a restorative approach to resolving conflict and preventing harm'.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between students, their families, and members of staff.

To be effective, restorative approaches must be in place across the school. This means all students, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it. As a result, restorative schools adopt a whole-school approach to restorative methods.

Northeast Manor School launched Restorative Practice in April 2017 following staff training by the Restorative Justice Co-Ordinator at Brighton and Hove Youth Offending Team.

As a rule, restorative meetings need to happen as soon as possible following an incident/falling out or issue and can be led by any member of staff. Meetings need to be solution focused and as short as can be in order to reach a positive outcome.

#### GOLDEN RULES OF RESTORATIVE PRACTICE:

- Solution focused not problem focused
- Avoiding blame and judgement
- Moving forward while learning from the past

All staff have their own cue cards printed and we also have some 'Temper Tamer' cue cards which are really useful for getting awkward or difficult conversations started in a non-threatening way.

We are now using Restorative Practice as a general whole school approach to repairing conflicts and misunderstanding.

In the future we intend to develop this further by training up a couple of our students to be RP ambassadors and act on behalf of those students who might prefer a peer to peer intervention.

#### **Recording the outcome of the conversation**

It is important that staff involved in Restorative Practice conversations record them and log them on to MyConcern.

The member of staff involved in a Restorative Practice conversation must complete a Restorative Practice Outcomes sheet with the students. This can be written electronically, or scanned in – then attached to MyConcern for both students.

#### **Consequences**

It is important that our students understand that there is a clear link between a specific behaviour and a resulting consequence.

Wherever possible staff will help a student to take responsibility for what they have done and for how it has impacted on others. It may simply involve asking the child the following questions:

- What happened?

- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned so as to make a different choice next time?

An appropriate consequence is one which is designed to put matters right and encourage positive behaviour in the future.

Students have a right to expect fair and consistently applied consequences for poor behaviour.

Examples of consequences include:

Behaviour	Consequence
Student disrupts lesson	Student leaves lesson for 'time out'  Student apologizes to the group, for his/her specific actions  Student may be required to come back at break time to discuss the behaviour with the teacher
Student plays dangerously at break/lunchtime	Student is given a verbal warning  Member of staff requires student to move to 'time out' for a short, specified amount of time (not the whole break time) where the behaviour can be discussed.

It is important for our students to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, which makes sense to a child.

**Boundaries help to create a safe harmonious community.**

It is important that students are supported to understand that inappropriate behaviour choices lead to consequences. Consequences of inappropriate behaviour must be presented to students as a choice after they have been given an appropriate amount of time and space to consider their options. This places responsibility for behaviour on each student. Furthermore, we believe that students should always be positively acknowledged; it is the student's behaviour choices that are inappropriate, not the student.

Consequences can follow sometime after an event, when the student is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the student that their behaviour is inappropriate and that it will be spoken about later using restorative approach.

Consequences will never involve taking away a previously earned privilege or any intervention time. Staff will avoid any consequences which could lead to unnecessary shaming or humiliation of the student. We understand that such approaches are detrimental to the student's self-esteem and wellbeing, and can result in increased inappropriate behaviour.

The developmental age and specific needs of the student will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for our students. A plan, do and review approach will ensure students will not be given consequences that impede their future learning. This will be closely monitored.

After a student completes lost learning or reflection time, it is important to repair and restore the staff-student relationship. Staff should praise his or her behaviour at the first opportunity to reduce the



attention away from the inappropriate behaviour. Staff must reassure the student that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.

In addition to the stages of consequences, where appropriate, students will be supported to reflect on their behaviour and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

## **Bullying**

We do not tolerate any form of bullying and will never ignore bullying behaviour. All instances of bullying will be addressed using the restorative practice process wherever possible so that the student takes responsibility and apologises for their actions, understands the harm caused and agrees to change their behaviour.

All instances of bullying are recorded and analysed for patterns or trends.

Please see the school's Anti Bullying Policy.

## **Discriminatory language/incidents**

Any incident or behaviour which includes elements of racism, homophobia, sexism, or those related to disability, gender presentation or religion will not be tolerated within our school community.

All incidents must be recorded, including all follow up actions.

Some students may use discriminatory language without understanding its meaning or impact so it will be important to use such a situation to teach them how to respect members of the school community and the world at large.

Staff should always be aware of their Prevent Duty and consult with the school's DSL who is the Single Point of Contact for Prevent if they have concerns about a student's comments or behaviour.

Please see the school's Anti-Bullying Policy and Radicalisation and Extremism Policy.

## **Mobile phones**

Recent research from the London School of Economics has found that banning mobile phones from classrooms could benefit students' learning by as much as an additional week's worth of schooling over an academic year. *(See Appendix 1- Communication: Technology, Distraction & Student Performance, Published by the London School of Economic).*

From April 2020, mobile phone usage by students will not be allowed during the school day. We understand that day students may need to use their mobile phones when travelling to and from school but their usage will not be permitted during the school day. If a student is found using their mobile phone during the school day, the phone will be confiscated and returned at the end of the school day. If use of the mobile phone occurs on multiple occasions, communication will be made with parents or carers and an agreed course of action will be implemented accordingly. Year 11 students are allowed to have their phones during break and lunch time in the Year 11 common room only.

Please see the school's E Safety Policy regarding mobile phone data searches.

## **Use of reasonable force**

All members of staff should work hard to avoid physical intervention as a means of controlling behaviour.

Staff will use a range of non-invasive interventions to try to de-escalate a situation. These may include verbal de-escalation, distraction, space or a combination of these.

Some members of staff have been trained to use forms of physical intervention but this must only be used when all alternative strategies to de-escalate a situation have been attempted but have not succeeded or when the situation dictates that it is absolutely necessary. Trained staff are allowed to use reasonable force to prevent students from hurting themselves or others, from damaging property, from causing disorder or to prevent a student leaving the school's premises where this may lead to the student injuring themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances and their knowledge of the student.

The following list is illustrative and not exhaustive but provides some examples of situations where reasonable force can be used:

- to remove a disruptive student from the classroom where they have refused to follow an instruction to do so
- to prevent a student behaving in a way that disrupts a school event or a school trip or visit
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- to restrain a student at risk of harming themselves through physical outbursts.
- to prevent a student from leaving the school grounds where leaving may lead to the student injuring themselves, or others.

As soon as possible after the incident there will be a debrief by staff involved to reflect on the incident and amend or instigate a Positive Behaviour Support Plan, risk assessments and future interventions. The incident and outcomes should always be recorded in the school's Restraint Log.

The school shall not use force as a punishment – it is always unlawful to use force as a punishment.

Please see the school's Restraint Policy.

### **Search and Confiscation of Items**

The Headteacher and authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs and legal highs
- stolen items
- Smoking paraphernalia including e-cigarettes

- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the student).

The Headteacher and authorised staff can also search for any item banned by the school rules, which has been identified in the rules as an item which may be searched for.

## **Confiscation of Property**

The law allows school staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects the staff member from liability for damage to, or loss of, any confiscated items provided that they have acted lawfully.

This is made clear in the Department for Education document "*Behaviour and Discipline in Schools – Advice for Headteachers and School Staff*" on page 9 (see Appendix 1 for further information).

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate sanction.

The member of staff must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.

This is made clear in the Department for Education document "*Behaviour and Discipline in Schools – Advice for Headteachers and School Staff*" on page 9 (see Appendix 1 for further information).

A member of staff can carry out a search of a student of the opposite sex and without a witness present, but only where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. The member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older. The person conducting the search may not require the student to remove any clothing other than outer clothing. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Members of staff may retain or dispose of the item, they do not have liability for damage to, or loss of, any confiscated items. Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such. Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

The search and deletion of data/files on students' mobile phones and other electronic devices is dealt with in the school's E Safety Policy.

## **Procedures for behaviour support, monitoring, evaluation and review**

The majority of students will respond positively to the school's behaviour policy. Some students may need additional support to learn how to manage their behaviour.

If a student is consistently displaying behaviour that is of a concern to staff, the following process can be implemented in order to support their behaviour.

Tutors are responsible for monitoring their tutees behaviour records on MyConcern. If the behaviour is being displayed in one subject, the student will be put on a subject report, the targets will be discussed in the morning with the student and the tutor will monitor throughout the day and for the duration the student is on report.

If the student is displaying negative behaviours across numerous subjects, the tutor will set the student targets and monitor these via a tutor report. If the behaviours continue and there is no improvement, the student will be referred to SLT for monitoring.

Individual Risk Assessment: If the behaviour is regarded as a 'risk', then an individual risk assessment may be completed and attached to the Risk Reduction Plan.

Staff may refer students to the Multi-disciplinary team (MDT). The team responds to concerns raised by staff about students and puts a plan in place in order to support students and staff. Minutes from the meeting are distributed with the school staff and a Positive Behaviour Support plan will be created. The Positive Behaviour Support plan will be monitored over 6 weeks.

If students are continuing to display negative behaviours after numerous interventions have been put in place, the local authority will be informed and an emergency annual review will be held to discuss support needs and if Northease Manor school is the right setting to continue to meet the needs of the student.

## **Support and Training for all Staff**

Ongoing positive behaviour management skills are taught to staff. Additional support and training is offered as necessary to support staff in dealing with more challenging behaviours through sharing best practice, staff meetings, observing other teachers/staff or attending a course of specific behaviours.

## **Student Voice**

We listen and respond to students' needs and will regularly review the support given to individual students. We will seek to include the input of students in the management and development of their behaviour. This can include 1:1 meetings, during reviews, post incidents and at other stages that may present themselves.

Feedback is also given via the Junior Leadership Team (JLT) and student surveys.

## **Exclusion**

We do not believe that exclusions are the most effective way to bring about change in a student's behaviour and we always try to create a positive solution and conclusion; but in exceptional circumstances such as serious incidents which involve harm or the risk of harm to students or staff, the Headteacher may conclude that it is necessary to exclude a student.

Please see the school's Exclusion policy for further details.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Signed: Becky Tuxford

Dated: 4/6/2020

## **APPENDIX 1- SOURCES AND OTHER DOCUMENTS**

This policy links with the following other policies, which should also be read:

E-Safety

Extremism and Radicalisation

Anti-Bullying

Restraint

Exclusion

### Sources

- *Behaviour and Discipline in Schools – Advice for Headteachers and School Staff* Published by the Department for Education, July 2013  
<http://www.education.gov.uk/aboutdfe/advice/f0076803/guide-forheads-and-school-staff-on-behaviour-and-discipline>
- Communication: Technology, Distraction & Student Performance, Published by the London School of Economic, May 2015, <https://cep.lse.ac.uk/pubs/download/dp1350.pdf>
- *Education and Inspections Act 2006, Section 94*
- *Education Act 1996, Section 550ZA (3)*
- *Restorative Justice Council, June 2015, <https://restorativejustice.org.uk/restorative-practice-schools>*
- *Searching, Screening and confiscation – Advice for headteachers, school staff and governing bodies, February 2014*

NOTE:



In line with the requirements as set out in the Special Educational Needs and Disability Act 2001 (Section 13) reasonable adjustments will be made by the school in the implementation of this policy to ensure that no child is discriminated against as a result of any disability. These adjustments may include the use of behaviour plans and strategies for individual students and staff training on aspects of behaviour management.

## ADDENDUM DUE TO COVID-19

### Behaviour Principles – Code of Conduct

We will all need to behave differently when we return to school and there will be some new systems in place to minimise risk to the school community and families.

One of the key areas is the need for our students to follow advice or guidance from members of staff.

Students need to agree to the below set of rules before returning to school. As always, be kind, considerate and respectful of all members of our school community. We need to work together to ensure the safety of all.

- ☒ We will have different routines for arrival, departure, break times and lunchtimes. Please make sure you are punctual and follow the procedures.
- ☒ You will be allocated to specific areas within the school and with specific people. You are expected to stay within your designated area. Do not leave the area without permission from staff – even to go to the toilet. Think of it like a bubble that protects you.
- ☒ Follow school instructions on hygiene, such as handwashing and sanitising. We will support you by placing visuals around the school and having staff to remind you.
- ☒ Tell an adult if you are feeling unwell at all or if you are worried about someone else.
- ☒ We need you to be very aware of how close you are to other people and stick to the 2 metre social distancing rules. This applies to play/break times, lunch times and sport activities as well as in and around the classrooms. Staff will be there to remind you and we will help you by placing visuals for the required distance in specific areas of the school.
- ☒ You will not be able to socialise with anyone outside of your group/bubble. We will try to take into account friendships/dynamics etc. to help support you.
- ☒ There are specific rules in place for moving around the school. You need to adhere to the rules as per specific instructions (for example, one-way systems, out of bounds areas, queuing). There will be signs to help guide you.
- ☒ If you use a tissue you need to dispose of it in the bin ('catch it, bin it, kill it') and avoid touching your mouth, nose and eyes with hands. We will be there to remind you.
- ☒ No-one is to bring any food or drinks into school other than their own water bottle which must not be shared with anyone else.
- ☒ The school will not be providing fiddle toys or putty at this time to minimise the risk of infection. You can bring your own in if it has been thoroughly washed. We need you to help us with this by not sharing fiddle toys or other equipment with other students – this includes items like pens and pencils, school lunch, technology, phones, cards, toys, books, comics, etc.
- ☒ There will be no physical contact between people. PE as we knew it and other physical activities like team sports will not be available at this time. You can run around the field though as long as you are 2 metres away from others in your group.

- ❓ Break and lunchtimes will be at different times and there will be specific places where you can and cannot go.
- ❓ No coughing or spitting towards any other person, even accidentally – remember the 2 metres rule and to use a tissue and bin it straight away.
- ❓ If you are really struggling and need time out, please tell a member of staff in your group. They will help you any way they can. The pastoral area upstairs will be out of bounds for the time being, but your area will have a pastoral space to be.
- ❓ Due to reduced staffing, if you do not adhere to these rules, sanctions will be in place where appropriate and you may not be allowed into school. We need to work together to make sure everyone is as safe as possible.
- ❓ If we all work together we can make Northease a safer place to be!