

Dame Ellen Pinsent School

Behaviour for Learning Policy

(including School Exclusions)



Where children are happy;

developing independence and confidence, so that they can be their very best

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1. Rationale

The Governors and staff of Dame Ellen Pinsent School seek to create a school environment which encourages and reinforces positive behaviour and mutual respect for all. The school acknowledges that if pupils and staff feel safe and secure this will have a positive impact on teaching and learning.

The Governors and Staff also recognise that some behaviour or understanding social interaction or norms may form an intrinsic aspect of some SEN and that every behaviour is a communication. By getting to know and understand our pupils and their influences we can tailor behaviour support as needed. Through positive management strategies, being part of the correct pathway, the curriculum, individual educational and behaviour programmes, all pupils, whatever their Special Education Need and Disability (SEND) are supported to access all aspects of the school community.

2. Aims & Objectives

At Dame Ellen Pinsent school we aim to:

- provide a safe and secure environment for all.
- promote the positive behaviour of all pupils.
- support pupils to develop emotional regulation and social skills.
- support the positive access of all pupils, whatever their SEND, to all aspects of the school community.
- provide a safe and positive environment that promotes positive behaviour in order to support children in achieving to the best of their ability.
- create a holistic and whole school approach to behaviour management, which encourages and reinforces positive behaviour. At Dame Ellen we follow our Golden Rules and our school values.
- approach the management of behaviour in a positive non-confrontational way that is supported through learning and environmental structures and routines.
- clearly define whole school expectations and standards of behaviour through Golden Rules, school values and our vision.
- promote self-esteem, self-control, and positive relationships.
- plan and implement individual behaviour management programmes for pupils for whom behaviour management is a priority area.
- work closely with parents, carers, and other agencies to provide consistency of approach and shared expectations.
- support the pupils in acquiring behaviour that enhances their quality of life through inclusion within the school and wider community.
- provide a well-trained staff team that has specific knowledge of specialised strategies to support and manage behaviours that challenge.
- to analyse and discuss behaviour regularly in order to implement interventions and/or strategies when necessary.
- where and when required, identify specific behavioural management support plans (IBP's). These may lead to a child having a Positive Handling Plan (PHP).

3. School Expectations

The Governors and Staff acknowledge that the standards of behaviour set by the school are goals to work towards and therefore are not identified in terms of what pupils can or cannot do. Thus, the School has a vital role to play in supporting the pupils' social, emotional, and moral development just as it does in their intellectual development. The school also takes into consideration that each pupil brings to school a wide variety of behaviour patterns based on their stage of development, special educational needs, and disabilities. At school we work towards standards of behaviour based on the basic principles of mutual respect, consideration, caring and responsibility for oneself, others, and honesty. We are also a 'No Outsiders' school and we will be respecting and celebrating the diversity in our school and the world around us.

4. Our Vision

'Where children are happy; developing independence and confidence, so that they can be their very best.'

5. Values and Golden rules

At Dame Ellen Pinsent we always follow our Golden Rules.

- We always work hard
- We always listen to our adults
- We always look after our friends and equipment
- We always do good looking and listening

We try to demonstrate the following values in all that we do:

- Determination and Patience – “we try again”; “we do good waiting”
- Kindness – “we help each other”
- Respect – “we keep the school tidy and listen to each other”
- Courage and Bravery – “we face our fears and go for it”
- Happiness and Joy – “we have fun at school”
- Teamwork – “we work together”
- Independence – “we can do unaided work on our own”

All school staff have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other. As adults we aim to:

- create a positive climate with realistic but challenging individual expectations for pupils.
- emphasise the importance of being valued as an individual within the group.
- promote, through example and the teaching of 'No Outsiders', respect for others, courtesy and fair treatment for all regardless of age, gender, race, culture, religion, ability or SEND.
- provide a caring and effective learning environment.
- encourage relationships based on kindness, respect and understanding of the needs of others.
- ensure, acknowledge, and celebrate the achievements, efforts, and contribution of all

As a school we recognise and value research and evidence-based learning. As such, we have used the Improving Behaviour in Schools (EEF) to set out our procedures:

6. Know and Understand Our Pupils and Their Influences

At Dame Ellen Pinsent school we aim to achieve this by:

- having a 'Get to know you' week at the start of the academic year. This will include 'All about me'. E.g. Family members, likes and dislikes, strengths and interests, preferred communication method, etc.
- continually seeking to understand how our pupils' experiences and influences change throughout the school year through giving pupils' quality time each day to share these with their adults.
- using the **EMR** method. **E**stablish relationships, **M**aintain relationships and **R**estore relationships following an incident by using restorative practices where appropriate.
- maintaining positive relationships with parents and carers to ensure that they feel that they can share any changes with staff. E.g. death in the family, parent's separation, moving house.
- all pupils have a one-page profile which is updated throughout the year as appropriate. Areas which the one-page profile covers are: What makes me happy, ways to support me, medical conditions and EHCP short term targets.

7. Teaching Learning Behaviours Alongside Managing Misbehaviour

We aim to:

- give pupils the skills to become aware of their own behaviour through teaching self-regulation and coping skills.
- model and teach behaviour for learning by developing pupils cognition, emotional and social skills
- support pupils to develop resilience strategies to increase engagement and relationship with self.
- provide support for children's mental health and wellbeing.

8. Classroom Management Strategies to Support Good Classroom Behaviour

Depending on a pupils needs and development levels children will be placed in a suitable curriculum pathway (Woodlands, Seedlings, Orchards). This in turn ensures that expectations and strategies are appropriate.

We seek to ensure that:

- Golden rules and values are reinforced with a simple visual representation. E.g. symbols, pictures and text.
- language is minimised, pupils are listened to and given processing time.
- pressure is reduced, if necessary, by modifying expectations for the child.
- we focus on desirable behaviour, that it is praised, and the planned ignoring of unwanted behaviour is used. Staff will use the 5:1 ratio of positive to negative interactions.
- children are given opportunities to self-regulate (emotional and sensory regulation) E.g. weighted jackets, tac pac, sensory circuits, restorative practice, feeling boards/cards, emotion coaching.
- resources that help children to develop skills and ease frustration such as writing boards, large peg inset puzzles, wobbleboards, seat pads are available.
- transitions happen in a timely manner to avoid keeping children waiting and are explained visually using a visual timetable or 'now and next' card.
- de-escalation techniques are used such as distraction, humour, calm talking, symbol support, change of face.
- movement breaks are offered, where needed, and also child initiated.
- choice boards are used where appropriate with a restricted choice.
- good classroom behaviour is reinforced by using a Zone board (Woodland's pathway) for pupils to see visually what level their behaviour is at. Specific behaviour related praise, rewards, Dojo points, high fives, Star of the week, Golden time, Positive phone calls home, showing work to another adult.
- pupils use an 'I am working for' card, Now and next, 'Pass to chat', TEEACH, as appropriate to the individual child.
- an appropriate environment is provided according to the pathway pupils are in. E.g. self-regulation areas, sensory circuits, minimal or interactive displays of children's work, suitable furniture or furnishings.

- are children are taught and supported to develop play skills, empathy, attention and involvement, problem solving, listening and talking skills in order to be able to problem solve, cooperate and improve self-esteem.
- strategies are used consistently by all staff.

9. Simple Approaches as Part of Regular Routines

At Dame Ellen Pinsent School we use the following simple pro-active behaviour approaches below to gain a connection with each pupil, helping them to be ready to learn and in turn reduce the risk of misbehaviour occurring.

Staff will:

- greet each child positively at the door e.g. verbally, handshake, high five, smiles.
- remind pupils of expectations e.g. golden rules, values.
- give specific behaviour-related praise throughout the day.
- use the 5:1 ratio of positive to negative interactions.
- continually improve adult and pupil relationships (EMR method)
- intentionally promote and practice transitions in the classroom.
- Offer breakfast or a drink if needed on arrival.

10. Targeted Approaches

At times individuals may need a more targeted approach to improve behaviour for learning.

These may include:

- Internal interventions tailored to suit the individual.
- External interventions e.g. Malachi, Steve Brown Behaviour support and training, educational psychologist, CAT team.
- Functional behaviour analysis. This will provide staff with insight and understanding of how to move forward positively.
- Individual behaviour plans and physical handling plans. These will be written and regularly reviewed with staff and discussed with parents, to ensure all staff know about the targeted approaches.

11. Behaviours That Challenge

When behaviour challenges occur, we always seek to understand the cause. Every behaviour is communication and by observing the pupil we can attempt to discover the trigger/ cause. This may not always be obvious and can include tangibles, a need to leave the space, social, sensory and communication needs.

As well as giving our pupils strategies to recognise and manage their behaviours, we understand that it is important to teach them about emotions and start to identify body clues and feelings for themselves, according to their level of understanding. By getting to know our pupils we can begin to recognise stage 1 and 2 behaviours (The six stages of crisis: Team Teach resource) and put into action identified strategies that will work for the individual such as diversion,

reassurance, clear limits, boundaries and choices reducing the risk of the pupil reaching crisis.

Consequences are an important part of managing behaviour. However, by using classroom management and individual behaviour strategies we would hope to reduce pupils reaching crisis point.

12. Reasonable Force

At times, we will need to use physical touch to reduce risk and keep children and adults safe (please refer to our Care and Control policy for additional information). The Education and Inspections Act 2006 states; "Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder."

When positive behaviour strategies and de-escalation techniques are unsuccessful, and when there is an immediate risk to pupils, staff or property, then the use of reasonable force may be used. It is important to note that the use of 'reasonable force' should be seen as a last resort and that all effort to de-escalate a situation should be attempted in the first instance. All such incidents must be recorded and be stored in an accessible way. When using reasonable force, it is important that staff use Team Teach holds that were taught and practiced in training. Such incidents will be recorded on Cpoms and in the Bound book. A personal handling plan will be put in place.

13. Recording Incidents

Staff report incidents of behaviour using the online platform 'Cpoms'. Individual incidents of behaviour will be logged and monitored. Following three behaviour logs an IBP will be implemented. If one log of Team Teach is record, an PHP (personal handling plan) will be implemented. This will be discussed and signed by parents. Where there are a number of incidents or where class strategies are not having an impact then the Behaviour lead will support the pupil and staff to develop effective strategies. Pupils who are of concern to staff will be discussed at the Pastoral meeting and further support from in-school interventions or outside agencies such as Malachi, Steve Brown Behaviour support and training, educational psychologist, CAT team will be sought.

14. School Exclusions

Fixed term or permanent exclusions are very rarely used at Dame Ellen Pinsent school. When they are used they reflect the severity of the behaviour. The following guidance is adhered to:

https://www.birmingham.gov.uk/info/20014/schools_and_learning/691/school_exclusions/2)

15. Communication, Parental & Multi-agency Partnership

We give high priority to two-way communication within the school and to a positive partnership with parents / carers since we believe that these are crucial in promoting and maintaining positive behaviour. We value the input from parents and by working collaboratively with everyone involved we can achieve the best outcomes for the child.

Where the behaviour of a child is giving cause for concern it is important that all those working with the pupil are aware of those concerns and of the steps which are being taken to support the pupil. The key professional in this process of communication is the class teacher. Early warning of concerns should be communicated to Miss Aimee Whittaker (Pastoral manager).

When specific behavioural management strategies are to be introduced it is the responsibility of the class teacher to inform everyone at a staff meeting so that all staff may implement a continuity of approach.