PROMOTING POSITIVE BEHAVIOUR

Last Updated: 03/05/2019

Contents

This policy is used in conjunction with:

- Safeguarding Policy

At REACH we promote high expectations of behaviour and personal achievement for all of our pupils. By creating a caring and stimulating environment, we seek to promote the principle that REACH is a community within which all members share a mutual responsibility for the care and wellbeing of others. We believe that all individuals are worthy of respect and that actions and behaviour must recognise the dignity and safety of others. We are committed to ensuring that a positive way forward may be found for individuals who may experience difficulties with personal behaviours, relationships and attitudes. We are committed to developing skills within REACH that enable all pupils to be independent, have self-control, are safe, happy and have respect when out in the wider community. A wide variety of behaviours are tolerated but not accepted as inevitable and unchangeable.

We believe that good behaviour promotes effective learning. It is essential that staff, parents & pupils ensure that this is understood and maintained.

Equal Opportunities

All pupils and staff should have the same expectations for their behaviour, whilst taking into account the needs of individuals recognised by REACH. The system is there to support the REACH community and ensure clear boundaries are established that benefit everyone.

Code of Conduct

The Code of Conduct for REACH is promoted and helps to contribute to the positive ethos throughout REACH. The code sets out expectations as follow:

- Respect
- Empower
- Aspirations
- Commitment
- Hard work

Support Attitudes to Good Behaviour

The development of the whole student is important to us and as a result, we endeavour to fulfil the REACH core belief that "success is built upon belief".

Expectations

In order to promote positive behaviours it is expected that there will be:
- Effective presence/supervision/timekeeping by all staff
- Consistent application of rules
- Supportive yet firm approach/style
- Focused attention
- High expectation
- Effective match of curriculum to the individual
- Effective use of positive attitudes, language and rewarding in the moment
- Team responsibility
- Good organisation of space/resources/timetable
- Appropriate forms of communication – verbal and non-verbal including signs/symbols

Managing Behaviour

REACH staff are trained in supporting good behaviour for learning through Essex Step training which includes:
- The use of Roots and Fruits, Anxiety mapping and Risk Management Plans (RMP)
- The use of positive behaviour strategies
- De – escalation
- The use of physical intervention (PI)
- The use of restrictive physical intervention (RPI)

PASTORAL SUPPORT

Family Inclusion Team (FIT)

At REACH it is important to us that communication between home and REACH is effective and supportive. This is undertaken by all REACH staff taking responsibility for:

- Regular liaison with parents/carers
- Working in partnership with other agencies
- Supporting pupils with behaviour
- Supporting pupils one-to-one with home/school issues

Parental Contribution

Parents/carers play a crucial role in shaping the attitudes, which produce good behaviour in REACH. Parents/carers need to provide their children with firm guidance and positive models through their own behaviour and attitudes, REACH acknowledges that not all parents have the capacity to do this and our social worker will work with them to develop strategies. REACH acknowledges its duty to accept responsibility for the care and welfare of pupils during the School day. Parents can expect:

- Their children to be in a safe environment when in REACH
- That their child will be treated in a manner that reflects the behaviour policy
- To be informed first of the significant problem or difficulties that may be affecting their child.
- To be informed of instances where their child's behaviour has deserved congratulations

REACH can expect parents/carers:

- To trust and respect the work of the staff on behalf of their children
- To support REACH in enabling children to develop and progress
- To support and encourage their child to be a positive member of REACH community
- To be informed in the first instance when a Restrictive Physical Intervention (RPI) has had to be used for their child and when a new behaviour requires a RPI

Parental Involvement

Parents will be asked to support REACH's policy for behaviour by:

- Attending relevant meetings throughout the year
- Communicating with staff appropriately through home REACH contact

(Home REACH contact is agreed with parents/carers and staff member on induction. This will be through email, text or verbal communication)

Working with Other Agencies

REACH is able to provide extended pastoral services to the pupils. A range of School staff lead on establishing extended services and provision for students within REACH and the local community. REACH's social worker will work closely with external services and make appropriate referrals.

Staff

The aim of our behaviour system is to allow students to be praised for their progress irrespective of their ability, the ultimate long term goal is that students will be intrinsically regarded as they mature and will not need external rewards. Staff need to praise students when they '**catch the pupil getting it right**' e.g. a student comes into the room and sits nicely without any prompts or, for another student, it might be working for 10 mins without distracting others. If a student has a Risk Management Plan (RMP) staff will follow the strategies on it and not deviate from the plan.

Recording Students Behaviour

If a students behaviour continually disrupts their own and other pupils' learning, causes offence or upsets others, Staff need to:
- Record the behaviour on goggle behaviour log
- Contact the parent or guardian and inform them of the behaviour and how we are going to help the student learn how to behave appropriately.

If a student continuously disrupts learning, behaves in a manner likely to cause harm to themselves or others or damage to property Staff need to:
- Record the incident on google behaviour log
- Phone the parent/ guardian to arrange a meeting with Senior member of REACH either at the centre or at home
- Complete a Roots and Fruits Chart with their parent or guardian
- Write or amend a RMP with support from FIT team or a Safeguarding lead
- Ensure copies of the previous, current and new RMP's are kept and saved in the RMP folder on the staff shared drive

If a student targets or continually causes offence or upset to another student, record this on google behavior log under peer on peer.
If a student needs time out a team member needs to take the student to a designated area for a set time and monitor them. Exclusion from the group needs to be supervised by a member of staff and should only occur if the

safety of others is at risk.
If a student is finding it hard to engage with their differentiated learning and continues to become anxious, disrupt others and not able to focus then other interventions need to be considered, what the student needs must be looked at.

Exclusions

REACH has a no exclusion policy

Documentation to Support Positive Behaviour

Where a child's behaviour is a risk to themselves or others or property, a risk assessment will be carried out.

The paperwork includes:
- Roots and Fruits
- Anxiety map
- Risk assessments
- Log of pupils behaviour by staff on behaviour watch
- RMP's
- Accident forms

Learning Consequences

Setting high expectations for behaviour throughout REACH means that learning consequences will be used in order to allow pupils to learn how to meet the behaviour expectations which are set.

Learning consequences used in REACH may include:
- Using parts of break times/lunch times for learning
- Removal of pupils from peers

- Removal from own class for learning and then return
- Time out
- Thrive intervention
- Logical consequence linked to behaviour displayed e.g. tidying up, playing with younger pupils, working with members of staff
- Reporting to parents/guardians
- Missed work to be completed at home
- Visuals
- Zones of regulation

Wherever possible 'logical' consequences for behaviours will be employed. This will support and encourage students to learn how to behave in a proactive manner and reflect on how a more positive approach can be sustained.

Should behaviours be deemed to be more serious then more formal sanctions would be used.

These may include:
- Request to parents to pick up their child
- Internal exclusion

PROCEDURES AND PRACTICE

When unacceptable behaviour is displayed in REACH, staff will use the following procedure to ensure a consistent and well managed approach. There is an expectation that all staff will deal with behaviours and follow through with learning consequences to ensure that students experience consistency and have the opportunity to learn how to get it right.

The procedure for managing behaviour is as follows:

THE REACH MODEL FOR BEHAVIOUR MANAGEMENT

UNACCEPTABLE BEHAVIOUR

IN CLASS STRATEGIES
Identify situation causing difficulty
Differentiate the task set / support given to task
Warning systems / cards
Tactical ignoring / distract / redirect
Redeploy human resources
Support from external provisions
Learning consequences to be carried out at an appropriate time
Set up / follow plans / RMP
Contact with parents / carers
Call button pressed when a student reaches or is likely to reach crisis
Parents / Guardians informed

OUT OF CLASS LEARNING CONSEQUENCES STRATEGIES
Parents / Guardians informed
Time out
Thrive
Boxing
RMP
Identified activities to help students learning
Appropriate areas for students identified during break times

REMOVAL FROM CLASS / SITUATION
Where behaviours are dangerous / causing significant disruption to learning / students' well- being a member of the senior staff is called.
Removal – return after specified learning has taken place and is completed
Information to parents recording of patterns of behaviour programmes
Call in Parents / Guardians
This situation should be followed up with a review / setting up of an RMP / monitoring of behaviour more closely

Statement on the use of Physical Interventions

- There are occasions when staff will have cause to have physical contact with students for a variety of reasons, for example:

- to comfort a students in distress (so long as this is appropriate to their age);
- to gently direct a student;
- for curricular reasons (for example in PE, Drama etc.);

❑   in an emergency to avert danger to the student or students;

▪   In all situations where physical contact between staff and students takes place, staff must consider the following:

❑   the students age and level of understanding;
❑   the students individual characteristics and history;
❑   the location where the contact takes place (it should not take place in private without others present).

Within REACH this means that a member of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. It is extremely important that you have read and understood all relevant policy to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with children and the appropriate ways in which we do so.

REACH Rules

On admission to REACH students will be provided with a REACH tshirt and hoodie and will be expected to wear this to school.

The rules are as follows:

- REACH uniform is to be worn. It is the responsibility of home to inform the school if there are issues with this. Home / school liaison should take place if there are issues with uniform.
- Subtle makeup is allowed. Pupils will be asked to tone make-up down if it is felt by staff that the pupil is wearing too much makeup.
- Students may wear jewellery but it needs to be removed for PE lessons.
- Students are not allowed to bring any of the following into REACH premises or grounds: alcohol, drugs, sharp or pointed objects, cigarettes, matches, lighters or any other object or material that might be considered a risk to the safety or welfare of others.
- If students choose to bring MP3 players, electronic games or mobile phones to school they should be locked in their lockers. No mobile phones are to be on / visible throughout the day, unless it is within a planned learning activity. The school cannot be responsible for items not locked in the lockers. If these items are not used responsibly they will be confiscated until the end of the school day.
- Students are not allowed to leave the school premises or grounds without the permission of a member of SLT and with parental consent.
- Students are to respect the feelings of all other members of the school community and behave and act in a manner which does not bring themselves or the school into disrepute.
- Students are to respect all aspects of the school community, to look after school property and to put all litter in the bins provided.

- Students are to treat the school animals with respect and care.

Incident Reporting

Any incidents which cause concern should be reported and written up by the appropriate member of staff on google behavior log.

Incidents which should be recorded include:

- Peer on peer
- Stealing
- Sexual incidents
- Verbal aggressive behaviour
- Physical harm to students or staff
- Concern over time of repeated inappropriate behaviours
- Change in pupils behaviour over time causing concern
- Unusual emotional outbursts
- Destruction of property
- To be informed in the first instance when a RPI has had to be used on their child and when a new behaviour requires an RPI
- Where a person's behaviour has led to inclusion in the accident book
- Leaving the School premises without permission
- Racial abuse
- Bullying - refer to REACH Anti-Bullying Policy

(This list is not exhaustive, individual staff may wish to record other incidents)

Purpose of reporting system

- To alert staff to possible risks
- To analyse behaviour and develop appropriate support strategies for students
- To inform risk assessment and positive handling plans
- Better communication between staff
- To help develop a consistent approach to particular types of incidents
- To help staff to develop a consistent approach to individual students
- To help staff and students avoid and prevent reportable incidents
- To provide on-going documentation with which to support action
- To provide evidence should it be required at any time in the future

Training

At REACH we train all our staff in Essex Steps primarily to support with de-escalation techniques. All staff members receive six hours basic training. Following this, refresher training is carried out every twelve months to ensure that people hold a current, valid

certificate. Training provided covers the use of physical intervention and in techniques of behaviour management which help reduce the need for such interventions. Guidance will be given where needed for carrying out physical intervention on an on-going basis.
REACH has a current list of staff who are trained to use physical interventions.

Physical Intervention

Introduction

REACH follows Essex County Councils Physical Intervention Policy. It is the responsibility of all staff to be aware of the content of this policy (https://School and Colleges-secure.essex.gov.uk/pupils/sen/Documents/Physical_Intervention_guidance.doc).

Intended Outcomes

To provide an environment:
- that is safe for the whole community
- where we care enough about our pupils to not allow them to be out of control, causing harm to themselves, others or significant damage to property
- where challenging, aggressive and violent behaviour is prevented wherever possible.
- where staff members are clear about when physical intervention is appropriate and are empowered to use it within a clear framework

Responsibilities

REACH is committed to providing Essex Steps training and to endeavouring to reduce any situation where staff members encounter violence in the course of their work. All member of REACH are expected to treat people with dignity courtesy and respect.
REACH also recommends that where possible there are two members of staff either to be involved in a physical intervention, or to be able to witness any physical intervention that takes place.

Working Realities

All stakeholders must be aware of the working realities and likely consequences when individual are involved in an incident involving the use of force. The following systems are endorsed by REACH:

Systems

In order to minimise risk to staff and students, manage challenging behaviour and help pupils learn it is the policy to:
- Record serious incidents on Arbor.
- Complete a RMP with a member of FIT team when a students demonstrates behaviour that may or has caused risk to themselves, others or property. This should happen as soon after the event as possible. Students requiring a Risk Assessment may also become identified through incident reporting, Staff & SLT will identify which students require this. Whenever there is a change to a pupil's behaviour the risk assessment or RMP should be amended (see Appendix A)
- Where a physical intervention has taken place or it is recognised through a RMP that this is necessary as part of the students plan.

All documentation should be completed as soon as possible after the event has taken place (maximum of 24 hours) but having allowed everyone involved in the situation time to calm down. Wherever possible this should occur before the member of staff goes home. If the written paperwork is not able to be completed staff involved must, **at the very least,** inform a member of SLT what has occurred.

After a serious incident has occurred a student must be offered an opportunity for debrief. It should be remembered that the minimum amount of time for anyone to calm down after an adrenaline rush is deemed to be at least 45 minutes but for some students it could be longer, two hours plus. This must be taken account of when planning the time of the debriefing. Visual systems must be made available for those students who require this support to aid understanding and communicate effectively.

If a member of staff or pupil is injured as a result of any incident a **Health and Safety Incident Form** needs to be completed. (Appendix B)

All documentation relating to the behaviour policy and relating incidents will be kept for 35 years.

APPENDIX A: Individual Risk Management Plan

Name:	DOB:	Date:	Review Date:

	Potential Triggers & Reduction Measures ●

What we want to see	Strategies to maintain
First signs that things are not going well	**Strategies to support**
Where this behaviour leads next	**Strategies needed**
What we are trying to avoid	**Interventions necessary**

Signature of Plan Co-ordinator…………………………………… Date ……………..

Signature of Parent / Carer…………………………………… Date ………………

Signature of Young Person……………………………………Date……………….

APPENDIX B: ESSEX HEALTH & SAFETY INCIDENT FORM

School and College:	REACH		
About the incident:			
Accident	Work Related Ill-Health	Near Miss	Violence
Date incident occurred:	Date:		Time (24hr clock):
Date incident reported:	Date:		Time (24hr clock):
Where incident happened?			
How the incident happened?			
What do you consider was the cause of the incident? (bite, kick, fall etc.)			
Where was the injury located?			
What was the nature of harm?			
Was the person taken directly to hospital	YES / NO		
Was the incident reportable under RIDDOR	YES / NO		
About the person affected by the incident:			
Name			
Employed by ECC and position employee holds	YES / NO	Position Held if appropriate	
Follow up by the manager after the incident: (to be completed by Manager)			
Additional supervision Modifying existing systems of work No further action Review Maintenance procedures Training Review Risk Assessment			
Additional information for acts of violence:			
Name of assailant		Relationship to ECC i.e. pupil	

What was the type of assault	Attack by an animal Intimidating behaviour Physical injury Racial Sexual Threatening behaviour Use of a weapon Verbal abuse	
Was the incident reported to the police?	YES / NO	
Has support been given to the employee following the incident?	YES / NO	
Use of physical intervention:		
Was it necessary to use physical intervention?	YES / NO	
What type of technique was used?		
Does the assailant have an individual risk assessment or care plan?	YES / NO	
Was the physical intervention technique used in accordance with it?	YES / NO	
Had all the employees who used Restrictive Physical Intervention been trained?	YES / NO	

PLEASE TURN OVER

Witness to the incident	Witness to the incident
Name & Address	Name & Address
Additional Information	

Signature of Health & Safety Manager		Date	

Comments for Health & Safety Manager if necessary