ROWHILL SCHOOL
POSITIVE BEHAVIOUR SUPPORT POLICY

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ROWHILL SCHOOL

POSITIVE BEHAVIOUR SUPPORT POLICY

Mission Statement

That all students should aspire to be:

- successful learners
- confident individuals
- responsible citizens
- and effective contributors

Vision Statement

As a specialist school for a range of complex SEN which should ensure we have a highly skilled, flexible workforce to meet the needs of the all of our students, by providing a provision which meets the aspirations of the mission statement; working closely with a range of partners to enhance student outcomes

Ethos and Values

The school aims to be positive, innovative and demanding with high expectations of performance but balanced by high levels of support for each individual's well- being. The values we believe are needed to attain this ethos include:

• Teamwork, partnership & support to ensure the best possible learning environment is created • Personal responsibility & leadership to ensure everyone understands their roles within the school and feel a sense of being and achievement

• Innovation, creativity & change to ensure that the school remains at the cutting edge of teaching and learning and behavioural development

• Resilient, optimistic & positive to ensure all stakeholders learn to cope with success and failure to develop self-esteem

• Challenge, opportunity & recognition to ensure all possible avenues for development are investigated and achievement rewarded

• Honesty, trust & compassion to ensure we become an emotionally intelligent community capable of understanding the feelings of others

Introduction

Without an orderly atmosphere, effective teaching and learning cannot take place. Good behaviour and discipline underpin the ethos of Rowhill School. The values that reinforce this ethos include respect for others and for property, honesty, trust and fairness, and the virtues of self-respect and self-discipline. Pupils are taught that as they grow they take on duties and responsibilities in the community that go hand in hand with their rights.

The overriding task is to provide all pupils with the skills, knowledge and positive mind-set to be able to manage their behaviour in a range of social situations through high expectations, clearly defined rules and processes and an emphasis on personalised interventions for those in need of such support.

The Rowhill School Behaviour Management Policy is comprised of a set of shared values, key principles, aims, support systems, student and staff expectations.

Aims and Objectives

A clear school behaviour management policy, consistently and fairly applied, underpins effective education. The overriding aim is to provide all pupils at the school with the skills, knowledge and positive mind-set needed to be able to manage their own behaviour in a range of social situations. In order to achieve this, the behaviour policy sets out measures which aim to:

Promote good behaviour, self-discipline and respect.
Prevent bullying or discrimination of any type.
Ensure that pupils get the best opportunity to access learning in order to progress and succeed
Strengthen accountability in all stakeholders

Schools can and do make a difference. They have the capacity to lead, support and encourage pupils in developing good behaviour and in learning to play a responsible role both within school and in the wider world. The following key aspects of school practice that, when effectively implemented, contribute to improving the quality of pupil behaviour and access to learning.

Why do we support the behaviour of our students and young people?

We support the behaviour of our students and young people to improve their quality of life. As we support them through their learning across the curriculum we also support them in the way they access friendships, the way they relate to adults and

the way they socialise. Supporting our students to cope with disappointment, adapt to change, understand their feelings and finding strategies to cope with anxieties and life's challenges are all part of the education they receive at Rowhill.

At Rowhill School we believe passionately in facilitating and enabling our students to reach their full potential. In order for them to do this the learning environment we provide must be safe, supportive and caring. Our philosophy is centred around nurturing positive relationships. Our staff communicate with our pupils and students not dictate to them. We support our young people not control them. Our staff and students alike take a shared responsibility for the emotional well-being of those around them.

Child Centred philosophy

We acknowledge that all children are different and the needs and level of support for each child differ accordingly. We use our judgement and professionalism to vary our level of expectation on a case by case basis. In doing so we set our young people up to succeed. Where a child may be suffering from extreme external problems and may therefore struggle to conform to class routines and rules, alternative expectations will be negotiated. While staff are encouraged to be consistent with expectations, the consistency is in line with each individual child's ability and needs. Where a child may have low self-esteem which impacts on their behaviour, supporting them through structured access to special rewards or opportunities may be appropriate we all acknowledge that this may form part of a powerful programme of Positive Behaviour Support. All children and young people are individuals and the support they require through their education has to be individualised accordingly.

We acknowledge that the journey a young person may go through in developing skills and the self-esteem to interact appropriately with peers and adults alike and to learn to manage their feelings, friendships and anxieties can be a long journey. Affecting positive change takes time and we must, while managing day to day challenges never lose sight of the bigger picture. Each child is experiencing a transient moment within their lives and the way we act and the decisions we make can have a profound effect on the path their journey takes. We work on affecting positive change not just by resolving day to day difficulties but also tracking the life-long progress our students may make.

Behaviour is communication.

We understand that all challenging behaviours are a form of communication. It is our duty as professionals to use our skills and judgment to establish the meaning behind challenging behaviours. When we can find out what our pupils and students are trying to communicate we can find alternative and more positive ways for them to

communicate their needs. If we merely control or manage the behaviours the cause is not being addressed and our young people are not being supported in finding more appropriate ways to manage their feelings or their needs.

Our Expectations

At Rowhill school we expect all staff and pupils to be kind, respectful and courteous at all times. Staff will model this through a positive use of language and a respectful manner. We expect in return that pupils will speak respectfully and conduct themselves in a kind and courteous manner. We expect pupils to listen and follow instructions and we expect pupils to engage with class activities and school events as positively and as enthusiastically as they can. We acknowledge however that many of our students suffer from anxieties and social challenges that may impact on their ability to follow our expectations at all times. Through our policy of positive support however we endeavour to support our pupils to grow in confidence and develop their social skills and well-being to encourage them to meet our expectations of respect, courtesy and kindness.

Processes

Rewarding bad behaviour?

Some pupils do not receive the same positive social reinforcement throughout their day as many of us do. It is important that we do not superimpose our own personal beliefs and values onto others who are experiencing a very different day to day life than we are. Despite the challenges some children display enriching their day with positive reinforcement, praise and opportunity will provide the building blocks upon which a long term positive change can be built upon. These opportunities can bolster trust, self-worth and a sense of belonging which are the ingredients for happy, stable and respectful relationships. We need to look beyond a mere sense of punitive 'right and wrong'. These are often concepts that need to be learned and before this can be achieved there needs to be trust and positive relationships.
This approach is not appropriate for all pupils and is considered on a case by case basis. Positive Behaviour Support is devised in a bespoke child centred way.
If a behavioural crisis is occurring or has recently occurred, it can be a powerful and effective strategy to offer a motivator to help bring a student round or diffuse a difficult situation. If there is a potential for extreme distress or even injury, it could be negligent to omit strategies or options on the basis of it seeming 'unfair'.
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Recording behavioural incidents – Class charts

At Rowhill we use Class charts for recording positive behaviour and analysing behavioural incidents. It is a powerful web based solution which stores raw data about incidents and can analyse the data to a fine granular level. This analysis allows us to identify areas of need under any and all criteria or demographic. This allows us to conceive strategic interventions to better meet the needs of our young people. When a behavioural incident occurs staff enter the information regarding the incident directly onto the data base, logging all relevant information. The software is set up in a configuration that is bespoke to Rowhill school.

Analysis of this data is used to implement new strategies and interventions, inform provision planning and helps to develop new positive pathways through Team Around the Class Meetings. This information is freely communicated to parents and helps to improve behaviour in a range of contexts.

When do staff need to record?

- When behaviour is positive and needs rewarding.
- When behaviour is challenging, confrontational, dangerous and is impacting on good order in school. See class charts categories:
- Serious incidents will be recorded and followed up with SLT and then put onto SIMs..

Challenging Behaviour and Team-teach training

Behaviour that challenges us can be different for different people. This may be because certain behaviour types 'push our buttons' or inversely we may become desensitised to some behaviours. We all react differently to challenges in so far as our visceral emotional response. We acknowledge that being involved in situations involving challenging behaviours can provoke emotional responses and as such we have a responsibility to ourselves and our colleagues to say when we feel we need time out to recover or when we see colleagues who need time out to offer support where necessary. This is part of a whole school approach which is essential to creating an environment of positive behavioural support. All staff have a collective and shared responsibility which crosses departments and need types. As part of this philosophy we endeavour not to see our own successes and difficulties as a reflection on ourselves as individuals but as a part of the team as a whole. We are not afraid to ask for help and we do not feel disempowered if a student responds better with another member of our staff team. Similarly, we do not flex our ego if a child responds better to us than a colleague. We are all part of the same team and we reflect this in our day to day encounters with colleagues and students right across the school. We deliver Team-teach training to all class based staff and all courses are refreshed bi--annually. The courses cover all mandatory areas such as health and safety. In this way all staff are familiar with all processes, procedures and considerations for maintaining, preserving and respecting the health and safety of

themselves, colleagues and students alike. The prime aim of such training is to ensure we learn to de-escalate behaviours through a range of techniques and skills thus using physical intervention as a last resort. Legal aspects are also covered so staff are fully aware of guidelines regarding issues such as duty of care, reasonable use of force and proportionate responses etc. As well as the mandatory areas we keenly promote our school philosophy of positive behaviour support. Staff must be reflective practitioners. Behaviours that challenge us are not to be taken personally and we must maintain a professional approach at all times. We must not see behavioural challenges as a battle we must win. This inevitably results in an unpleasant cul-de-sac won only through exerting dominance or seniority not through communication, respect or compromise. Humility and flexibility are key to maintaining positive relationships.

Protocol for assisting in behavioural incidents

If you see a behavioural incident occurring you must offer assistance, this may be offering to open doors, offering to phone for assistance, or passing on a message to a class team or actually assisting in two-person touch support for example. If you see a behavioural incident occurring, you must not take over. The incident is to be managed by the person dealing with the incident in the first instance regardless of experience or seniority. If you are the member of staff managing a behavioural incident you may hand responsibility of the management of the incident to someone else but this is your decision. The person managing the incident has responsibility for recording the incident however be sure to clarify who is to take responsibility for this where an incident has involved several people.

Physical interventions

All staff have a duty of care. If a student is in danger or endangering other students, you have a duty to act in a way to reduce or eliminate the risk as it presents itself. A duty of care extends to acts or omissions which may compromise the health and safety of the pupils or staff of our school. If you are to physically intervene you must:

- Ensure that all other strategies have been explored.
- Where possible check with colleagues however fleetingly that they agree that a physical intervention is necessary.
- Only intervene physically if there is legal justification AND there is no alternative.
- Ensure that the risks posed to individual involved will be reduced by physically intervening.
- Ensure that any restraint follows plans that are in place and make every effort to release the intervention at the first possible opportunity.
- Ensure Team-teach principles are applied
- Use the minimum amount of force necessary for the minimum amount of time.

- Record the incident in the bound book and serious incident form, and link to Class charts.
- Ensure parents are informed of the incident and the use of a physical intervention.
- Amend behaviour support plans where necessary if this Restrictive physical intervention plan has not been previously agreed and ensure parental agreement

The use of touch support does not have to be recorded if the circumstance it is used is in the day to day support of certain pupils. For example, walking down corridors to guide the students past daily possible triggers e.g. entering open doors etc.

Legal justifications for using Physical Interventions

The only legal justifications for physically intervening are as follows. If a student or pupil is:

- Committing a criminal offence
- Injuring themselves or others, or putting themselves or others at high risk
- Causing damage to property (including their own)
- Engaging in behaviour prejudicial to maintaining good order and discipline at the school. (e.g., disrupting and preventing teaching taking place)

The legal justifications however are not in themselves licence to physically intervene. Professional judgment needs to be taken on each incident on a case by case basis. At Rowhill the classes are based on need types. As such behaviours that may be considered disruptive and likely to hinder the education of others would be treated very differently depending on the class group and the young person at the centre of a difficulty. A SEMH student for example knowingly disrupting lessons during important exam work would be a very different situation to a developmentally young or profoundly Autistic youngster exhibiting sensory behaviours or anxiety relating to their special educational need however disruptive that behaviour may be. Although in either case it is our duty to consider very carefully our options and put in place proactive strategies to best manage the situation rather than resorting to crisis management.

Similarly, if a student is attempting to leave the school then a dynamic risk assessment will need to be made in terms of the risk caused by the action in relation to age, need, social maturity. In some cases, a plan will be agreed and implemented with parents and other professionals.

Protocol for students who abscond from school

The following procedures will be followed if a student walks out of school: -

- Alert the office and the Senior Leadership Team immediately although you may be required to make a decision and act immediately if the circumstances dictate.
- A decision will be made as to whether to follow, shadow, chase and / or intervene if you have not had to make this decision yourself.
- The choice of above actions will be and should be considered due to the following risk factors: age, social maturity, personal independence, road safety awareness and knowledge / certainty of their desired destination
- If a student crosses the gate threshold we will contact the parents. If the student does not immediately return to school but successfully absconds a joint decision will be made as to whether the police are immediately informed.
- If, after a period (of staff shadowing) of 15 minutes the pupil has not reached a place of safety the school will inform the police.

Day to day practices

Building positive and strong relationships with pupils will encourage them to trust and be confident with staff. Some young people receive very few positive social interactions so exchanging pleasant chat and greeting students when you see them all plays its part in nurturing well-being and bolstering self-esteem. For example, notice pupils when they are doing the right thing and point it out to them. 'Oh you are sitting at your place when I asked... thank you, well done' Be liberal with positive reinforcement; freely give praise and rewards using positive points on Class charts as well as using a variety of other resources. Let students clearly know the criteria for succeeding. Remember as an adult in Rowhill School you are a role model. Pupils will mirror your body language and manner so remain calm, positive, up-beat and in control. Never discuss a pupil or their behaviours in front of them regardless of their language skills. If you need to discuss a student with another adult in front of them do so in a way that includes the young person.

Seclusion and Time Out

Students must not be made to spend time alone in a space they cannot get out if they wish. This is called seclusion and may be unlawful. If the behaviour of a child is sufficiently dangerous that you consider this kind of seclusion the only way to ensure others safety then this is permissible however, it must be seen as a form of physical intervention and must be recorded as such. If this kind of intervention occurs more than once a strategic meeting is to be arranged to ensure staff are able to take initiative with the situation and are not relying on crisis management. If a child chooses to be in a space on their own and they are able to leave the space if they choose this is not seclusion. Exiting a student to an alternative space however expansive such as the playground would still constitute seclusion if they are on their own and wanting to come back in but are unable to. Some students are able to self-calm so leaving students in crisis on their own can be a positive method of support but should not be practiced when part of a prescribed strategy; however, for some it

would be a risk that would need to be managed carefully. Students experiencing restricted access to certain spaces around school through use of high handles or code locks does not constitute seclusion if the student is sharing the space with an adult or other students. Time out may be part of an agreed therapeutic plan for supporting behaviour. Seclusion becomes time out when the pupil in question has adult support at all times and there is not a physical barrier preventing them for exiting the space. Time out when offered as a choice to students presented as positive support rather than as a punitive measure is far more effective.

Protocol for managing a crisis in class

It is vital that the students and pupils view the staff team within their class as being responsible for their safety and well-being. Their perception of the class team as being in control and 'in charge' is extremely important in so far as their sense of feeling safe and supported. It is therefore important that a class team manages difficulties that occur in their class themselves or draw in support from their hub when necessary or possible. Near neighbours i.e. the class team next door will represent the support network around the class and give a strong sense that all adults in the vicinity are part of the same team. The additional support this purveys will make each team stronger. It will empower Teachers and TAs to take ownership of their class not just through learning that takes place but also through challenges. At times however it may be necessary to call for additional support. Perhaps your neighbouring teams are out or an incident is significantly challenging which means decisions need to be made that Teachers or TAs feel unable to make under the circumstances. The protocol is as follows, call upon: -

- Colleagues in the hub.
- Call hub manager
- Call SLT

Calling senior staff to assist with low level or moderately disruptive behaviour will unfortunately only give a sense that you and the other adults around cannot manage and the situation has to be deferred to adults that are not often around. This will only serve to undermine your position and make managing future difficulties more challenging.

The roles we each play across the school

We all have a collective and collaborative responsibility to support pupils and nurture their well-being and in turn support behavioural needs. In addition to this we also have our own individual responsibility to support pupils and to supervise them to ensure their safety and well-being. Within each class the teacher has overall responsibility for supporting challenging behaviour and the TA team that they manage play a significant part in that. The positive relationships that staff nurture with their children provide the back bone for supporting challenges that may occur.

In addition to this however staff need to exercise their professional judgement and decisiveness within the principles of Team-teach training to support pupils when there are additional challenges or incidents of crisis. If incidents were to escalate staff are to follow the protocol outlined above and call on the near neighbours for additional support. If decisions need to be made that staff teams, feel unable to make under the circumstances then Hub managers or SLT can be called to assist. If additional challenges persist over time and decisions need to be made in terms of providing additional support for any specific pupils Heads of Department in collaboration with class teachers and the Deputy Principal will meet to discuss possible options and strategies to provide additional support as required.

Classroom management

Each class at Rowhill School will employ some level of additional support to meet the needs of the pupils. On the main there will be large amounts of sensory support be that visual timetables and access OT Programmes. Each class and hub will have provision map for their class to ensure needs are met and that they can effectively access learning.
Classrooms are organised in a bespoke manner to meet the needs of the pupils within such as the use of quiet areas, work stations, sensory resources etc. Teachers are mindful of pupils needs and creating low arousal environments or very stimulating environments depending on pupil need is closely considered when setting up classes in respect of each respective cohort. Staff teams support individuals appropriately depending on their level of need, some pupils receiving specific support during the start of a lesson while the rest of the class receive whole class teaching for instance. There are a huge range of possible approaches staff may take, and staff use their creativity and resourcefulness to devise plans that best meet individual learner's needs.

The school employs a behaviour register which is assessed termly. Most of the pupils will manage at level 3 which encompasses all the core practices and strategies highlighted across the school. A smaller number will need more focussed support (level2) and they will be supported by the class teacher with close partnership with other professionals and parents/ carers. An even smaller cohort will be managed through SLT and need considerable input to ensure their placement remains on track. There are then a few pupils who need the support of an alternative placement overseen by the pastoral deputy and a lead professional.

Well-being and SEMH

Here at Rowhill we take pupil well-being has a high priority. Pupils who have suffered traumas in their life as well as youngsters who suffer anxieties and emotional difficulties often present with challenging behaviour. Staff closely monitor pupil well-being and we have systems and processes for measuring pupil engagement and emotional well-being. If pupils experience a sudden trauma be that the loss of a close family member or any other traumatic life event or if pupils present with signs of low self-esteem or well-being evidenced through their engagement, motivation, ability to follow instructions or willingness to join in etc. we

have a range of interventions that can positively impact on their well-being, the most important of these is the development of nurture sessions and classes that are being set up in each Hub. All students are profiled by the Boxall criteria and this will highlight targets.

Beyond the School Gate.

Many of our pupils travel to and from school using transport provided by KCC and many pupils are dropped off and collected by parents, however some pupils travel to and from school independently. During this time, students who are not being directly supervised by adults such as transport staff or parents, are still representatives of our school community until they return home. If there are issues in transit be that anti-social behaviour or conflict between students as they travel home this is a school matter and Rowhill staff have appropriate jurisdiction to become involved and address any issues that may have occurred. In such cases parents will be contacted and will be involved in devising a positive resolution to any problems. In some cases, transport may be removed from some pupils due to high risk levels, although alternative will have to be put in place as soon as possible.

Searching and Screening

If school staff have a reasonable and justifiable concern that a pupil may be in possession of an item, object or substance that is illegal, dangerous or in any way a threat to themselves or members of the school or wider community we reserve the right to search pupil's pockets, bags etc. to ensure that the safety of all concerned is not put at risk. The school also has the ability to 'wand' pupils if there is a risk of weapons being brought into school.

Supervision of pupils during playtimes and lunch-play, out on the playground or in other communal play spaces.

- Each play space will have a known and recognised 'leader'. This person has the responsibility to oversee all other members of staff and ensure all staff are actively supervising pupils and taking an individual responsibility for their specific duties.
- For all staff while on duty to have a professional mind set and an acknowledgement that while the pupils are having a break or at play they themselves are on supervising duty.
- You must not assume that pupils out of your field of vision are being supervised by other staff.
- Where there are larger areas or spaces where there are 'blind spots' or annexed spaces there needs to be staff allocated to certain places to ensure the distribution of supervision covers all necessary areas.
- For all staff on duty to actively supervise. Active supervision is defined by the head start programme.

'Active supervision requires focused attention and intentional observation of children at all times. Educators position themselves so that they can observe all of the children: watching, counting, and listening at all times. They also use their knowledge of each child's development and abilities to anticipate what he/she will do, then get involved and redirect them when necessary. This constant vigilance helps children learn safely.'

Transitions

Transition times such as between lessons, break times, lunch times can be times where conflict occurs or triggers to later behaviours van be missed. TA's should escort classes to their lesson and not left to their won devises. Staff on duty and SLT will need to occupy specific spaces where there is a greater footfall and possibilities of conflict.

Trips and visits

Ensure all pupils are assigned a member of staff who has individual responsibility for that child. Even if much of the visit is conducted as a whole group it is essential that there is that named person for each pupil. Without this individual responsibility it becomes possible that a child is overlooked by everyone and all staff assume someone else has taken account of them. Again regular head counts must be taken and staff must make regular visual contact of pupils and be vigilant at all transitions such as alighting from vehicles, entering venues etc. Active supervision is vital at all times.

Children alone or appearing unsupervised

No child should be left outside a class alone because of challenging behaviour nor should they be left to occupy themselves due to staffing shortages etc. If you see a child alone in room or corridor and they are clearly not pursuing an independence task e.g. taking the register back or delivering a message etc. nor are they in transit from one class or activity to another do not assume that they are being supervised. They may have been overlooked by staff or may be 'missing'. Please ask the child who they are with or where they are supposed to be and/or alert a member of the class team as appropriate. This also needs to be reported and a record kept of supervisory issues so please pass concerns on to a member of the senior leadership team. The only other exceptions to this would be where children have asked to have time alone as part of a planned time out strategy. If there are any pupils who have this as a planned strategy this must be shared to all staff so everyone is aware of the situation.

Exclusions

Please refer to the Kent Agreed procedure for exclusions.

Exclusions are a last resort and only given when behaviour is extremely dangerous and risks needed great resources for countermeasures to be impactful

Behaviour Support Plans

All students who have been identified as requiring behaviour support needs a Behaviour Plan (levels, 2, 1 & AC). Staff responsible are to devise a Behaviour Support Plan in collaboration with their class team, a member of SLT, parents/ carers and the student themselves. The plan must be agreed by parents even if they have not been part of the planning process. Parents must sign the plan and have the rationale of any physical interventions explained fully and transparently. Behaviour Support Plans are a dynamic document and must be amended as behaviours and approaches to supported behaviours evolve and change. Plans will also be formally assessed each term and any changes would be recorded on the behaviour register.

Parental liaison

We shall involve parents at every level. For example, all parents can get a log-on to Class charts (for their child only) and they can view each day's awards and behaviours easily. In the Primary hub contact books will be used and regular phone calls will be made to ensure positive as well as negative behaviours are discussed. Any escalation in behaviours would usually involve parents and other agencies if they are involved. Parents evenings, annual reviews and informal gathering such as concerts, sports events etc. can also provide good liaison. A wider team led by the welfare liaison officer will have very good relations with parents.

Rewards and Consequences

Rewards must greatly outnumber consequences for each and every pupil regardless of how often they display challenging behaviour. We want to set up the success criteria in a bespoke way for each student so they are set up to succeed not fail. An approximate number to consider would be rewards to consequences on a ratio of 7:1. This is of course not an absolute rule but a guideline to consider. This kind of ratio will ensure a student is made to feel valued and their efforts are being noticed and recognised. If a student was to receive rewards and consequences to a significantly lower ratio a relationship of distrust and disillusionment will follow.

All Hubs have their own reward systems. Hubs and classes are clear about setting out the expectations of positive behaviour and attitude to work so pupils know how to succeed. The individual systems operated within each class are based on age; need type and ability so the time frame and criteria which pupils can achieve are set accordingly. All of these are managed through Class charts.

Consequences and Restorative Approaches

Punishment as a process for deterring future behaviours is ineffective and only damages relationships. This would be in direct conflict with our main focus of developing positive relationships to support challenging behaviour. Consequences should be used to 'make things right'. If a student has offended, hurt or upset another pupil or staff member they should repair that relationship by offering an apology, either verbally or through a letter or a card. If they have made a mess or

destroyed a display they can assist on the tidy up or help repair the damage they have done.

We support pupils to take responsibility for what they have done and to repair it with the other people involved. We use questions to turn a behavioural incident into a learning opportunity. This helps all individuals to reflect on what has happened, how this has made themselves and others feel and what could be done next time to manage the situation differently or better. All staff will need to refer to separate guidance on restorative practices and phrases to be used when mediating after an incident. In addition to the follow up after a behavioural incident the education our pupils receive a rich PSHE curriculum which covers topics that help nurture positive behaviour.

Consequences

Consequences should always be a natural consequence of a pupil's actions so the consequence makes sense and is fair. A student should not be made to miss playtimes because they damaged a display for example, the consequence and the behaviour have in this case are completely unrelated and the consequence does nothing to restore the problem or put things right. Students should also never be denied access to a favoured school activity due to a behaviour. School activities are part of each child's educational entitlement and cannot be withheld because of challenging behaviour except if there are grounds for a health and safety concern. Tidying a mess that has been created due to behaviours or making an effort to restore damaged relationships if unkind words or actions have occurred are appropriate and natural consequences and all help to put things right.

Descriptive phrases and encouraging desirable behaviour

Descriptive phrases are a meaningful way of reinforcing desirable behaviours and should form part of our daily vocabulary. If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote e.g.

'I liked the way you lined up quietly'

'I noticed how kindly you supported…... Thank you'

'Thank you for returning to class so promptly' etc. etc.

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour.

Bullying including Cyber bullying (see E Safety policy)

- We do not tolerate bullying at Rowhill
- Bullying should never be ignored
- All incidents of bullying should be recorded on Class charts
- Parents must be informed when incidents of bullying continue after initial consultation with pupils involved

For more information, please see separate Anti- Bullying policy

Rowhill School and PREVENT Duty

The PREVENT duty is a commitment by schools to safeguard their pupils against extreme views and radicalisation. This duty is an extension of our safeguarding procedures as well as our Behaviour and Safety ethos and philosophy. It is all of our responsibility to extend our safeguarding vigilance to include reporting changes of behaviour, attitudes or demeanour of our pupils that may suggest that they have been influenced by others with extreme views. These extreme views may include radical ideology such as anti-Western or anti-British views or opinions, ideology that promote hatred or terrorist acts. They also extend to far right groups with rhetoric of hatred against immigrants or any ethnic or minority groups or indeed any group that potentially preys on vulnerable people in order to promote or propagate their extreme views. In order to protect or identify our pupils most at risk we do not ban freedom of speech but instead promote openness and discussion. We do not ignore or side step current issues. By having an open dialogue with our pupils we encourage trust and debate. Just as we encourage independence in all areas of school life freedom of thought is also vital. Through freedom of thought we equip or pupils to challenge ideology that they see or hear, we educate our young people to recognise extreme views even when disguised in palatable promotional material via Facebook or other social media sites such as English Defence League propaganda etc. We deliver a PSHE curriculum and a culture of SMSC that openly discusses and highlights contemporary issues and we embed a culture of fairness, openness, equality and freedom that embodies not just the values of Rowhill School but also wider British cultural values. If staff have any concerns regarding a pupil with these issues they are to follow the school safeguarding procedures and report their concerns to one of Rowhill's Designated Safeguarding Leads.

Prohibited actions and behaviour management procedures

The following practices must not be used to control or manage challenging behaviour
No member of staff should shout at a pupil unless they are in danger and cannot be physically assisted due to access or proximity. No form of physical punishment is permitted. Any physical intervention must be a last resort used with the least restriction for the least amount of time possible. All physical interventions must be used to support the needs and safety of the pupils, students and staff and never used as any form of punishment. Physical interventions therefore are only to be used to manage a crisis. The physical and emotional well-being of all parties concerned is paramount. Any physical intervention that is punitive or intended to cause pain or humiliate is unlawful and will result in staff disciplinary action. Food and water should never be withheld to coerce a pupil to conform to a request or demand, although if the risk to others is great then they can be kept separate
Students should never be held in ridicule such as making them wear a symbolic, distinctive or inappropriate item of clothing. If a student has earned a reward this must not be taken away due to a subsequent behaviour. This behaviour is entirely separate and must be dealt with accordingly. Removing rewards undermines the reward system and destroys trust. A student must never be denied access to favoured lessons because of challenging behaviour. E.g. 'you cannot go swimming if

you are noisy during Maths.' Not only are the behaviour and the consequence in this case completely unrelated but students have a right to access educational activities that are delivered as part of the
curriculum.

Monitoring

Monitoring of behaviour is on-going throughout the school by all staff at all times, including noting of any significant issues brought to the attention of staff through behaviour, communication or other means. Class teachers will take significant responsibility for the students in their group and laisse with home accordingly.
Further issues or more challenging situations will be monitored and managed by the wider leadership team. Records of positive and negative behaviours will be recorded in the most appropriate format and reviewed termly within the TACI meetings.
DSLs will oversee and monitor any safeguarding issues; SLT will regularly review exclusions and restraints and set positive targets going forward.
Governors will be responsible for interrogating the termly flow of behaviour data through to the FGB meetings. Governors will also oversee any permanent exclusion and sit on the decision making panel.

January 2020