

Promoting Positive Behaviour Policy

This policy has been written for...	All staff at West Heath School who have contact with students, their parents and carers and for those who sponsor student's places. All staff should have a detailed knowledge of this policy. Whilst students will not be familiar with the details of this written policy document they will be made aware of its contents through their day to day interactions with staff.
Copies of this policy may be obtained from...	<ul style="list-style-type: none"> • The School web site - http://www.westheathschool.com • It is available as a hard copy on request from the school office • Hard copies for reference are filed in the staff room
This policy links with the following policies and documents...	Positive handling Exclusion, Staff Disciplinary Policy, Health & Safety, Child Protection Rights and Responsibilities, Code of Conduct Respect Initiative and reward system
Participants and consultees in the formulation of this policy were...	The Principal, senior leadership team, student services committee and the trustees of the School. A representative group of parents were invited to make comments and suggestions.
Edition, Review frequency and dates	This is edition 9 released January 2019 This policy will be reviewed annually It is due for review in January 2020
Relevant statutory guidance, circulars, legislation & other sources of information are...	The Education Act 1996 National Guidance (DfES/DoH 2002) LA Policy Statements
The Lead Member of staff is	Deputy Principal
Definitions and key terms used in this policy...	"Positive and Negative" behaviour are terms used in preference to "good and bad" because they convey the sense that all behaviour has a result or consequence and also a context. There are some behaviours that would be judged acceptable in one context but not in another.
The Rationale and Purpose of this policy	Most students come to West Heath School with little sense of their own worth and often with a history of negative behaviour patterns. This policy spells out the principles and procedures which underpin the philosophy of West Heath School and assist staff in their efforts to help students behave and perform well.
Appendices	Respect Initiative documentation Observation and incident recording system

Introduction

Learned socially unacceptable behaviour

All of the students who come to West Heath School have social and emotional needs that militate strongly against them successfully attending mainstream schools. Very often our students have previously learned and developed patterns of behaviour which emanate from their distress, anxiety and suffering which are not socially acceptable or supportive of their learning and the learning of others.

Positive expectations

We make an assumption in our school that all behaviour will be desirable and acceptable; problems are in the past and we are all - parents, students and staff – driven by what is in the best interests of the student in order to promote their success and happiness. We encourage positive behaviour by valuing everybody - staff, students, and parents alike. Our belief is that unacceptable behaviour is best dealt with by using an approach which looks beyond the behaviour to take account of the causes which lie beneath it.

Looking beneath the behaviour

Consequences – rewards and sanctions

We also use a system of rewards and praise to encourage good behaviour and sanctions to discourage behaviours that are interfering with the safety, happiness, and/or learning of an individual student or his/her group (the Respect Initiative). However, if it transpires that a student will not conform to the Code of Rights and Responsibilities in our school to the extent that the safety of our school community cannot be guaranteed, then the student concerned may as a last resort be permanently excluded.

The Aims & Objectives of this policy

A safe, happy and effective learning environment

Consistent approaches

Learning Positive behaviour

Change

- To make our School a safe and happy learning environment for all.
- To help staff feel supported and confident as effective teachers.
- To help staff have a consistent approach in dealing with students' behaviour.
- To use a variety of developmentally appropriate strategies to support students in the management of their emotions and make the transition towards internal self-regulation of their behaviour.
- To help students recognise and understand their rights and responsibilities and work with us to change their behaviour.
- To actively promote good behaviour and to assist students to overcome the emotional problems underlying unacceptable behaviour, thereby developing self-awareness and self-control.
- To reverse the often long-term histories of negativity and failure and to equip students to become stronger and more responsible citizens.

Procedures & Practices

1. Expectations

Students

Our students are expected to show respect and consideration for themselves, their peers, the staff, the community, and the premises/facilities of our School through their words and actions. Teaching staff should be addressed formally and students should treat staff and each other with the same courtesy which they expect to receive. They should obey reasonable requests and instructions from staff.

- They should follow the code of conduct agreed at the Student Council.
- They should work within the constraints of previously agreed safe practice.
- They should tidy up after themselves.
- They should not use offensive or overly familiar language.
- They are expected to arrive promptly to lessons, keep movement around the teaching space to that which is appropriate and explained, and never leave a classroom or West Heath School premises without authorisation from a member of staff.

- Staff**
- They are expected to follow the agreed code of conduct negotiated with individual teachers for their classrooms and teaching areas.

All members of staff are expected to show by example the standards of behaviour expected from students.

- They should dress appropriately and treat students with the same respect and good manners which they expect in return.
- They should follow the rules of prevention consistently and deal with students who do not meet expected standards of behaviour promptly and according to the guidelines set down in this policy document.
- They should encourage and reward good behaviour from students and avoid confrontational approaches to unacceptable behaviour whenever possible, looking past the behaviour to try to find its emotional source.
- They should always disapprove of the bad behaviour, not the student, whose low self-esteem is often a partial cause of the behaviour in the first place. It is vital that the distinction between the behaviour and the student as a person is made clear and the language used in such matters must be carefully chosen. Where there is any indication of confusion in the mind of the student it is the responsibility of the member of staff to go back to the student when the situation is calm to resolve the matter.

2. Prevention

Unacceptable behaviour in the classroom is discouraged and incidents are often prevented by teachers following the rules of prevention:

Good practice for staff in preparing and implementing lessons

All staff are expected to be ready on time and in the classroom to receive each class with a lesson prepared which achieves balance, pace, and differentiation.

Staff are expected to make appropriate arrangements for an orderly entrance to the classroom, for seating and movement.

Staff are aware of the individual personalities, learning styles, and needs of the students as well as the social dynamics within each teaching group. They are expected to take them into account in the planning and delivery of lessons. All behavioural problems are anticipated (as far as is possible) and defused as quickly as possible when they arise using the agreed strategies set out in this policy document. Students who are known to exhibit particularly unacceptable behaviour in certain lessons may be given time with a **LSA** during those lessons.

Breaks, social and unstructured time

Unacceptable behaviour during breaks and before and after school hours is discouraged and prevented by providing activities during breaks designed to capture students' interest and keep them constructively occupied. Computer games and music are available in the common rooms and there are lunch-time clubs. Staff supervise according to a duty rota which is posted in the staff room. Some students benefit from a one to one supervision arrangement during social times. Students known to antagonise each other are either kept apart or engaged with by an adult with the intention of trying to resolve their differences.

Residential students

Students who board with us are similarly expected to meet our expectations for good behaviour. Care staff and students have developed their own system for recognising and celebrating good behaviour and managing unacceptable behaviour, which is entirely congruent with our school's philosophy.

Fair rules Students are much more likely to follow rules they understand and believe to be fair. The behaviour expected of students and the School's rules are discussed and reviewed regularly in their tutor groups. All students are issued with a hand-book when they join our school which contains, among other things the agreed code of conduct. Rules are kept to a minimum and these are explained during each new student's induction programme. However, if students believe a rule should be changed or reviewed, they may submit a proposal via the Student Council to be considered by the senior leadership team.

Student voice An atmosphere of mutual respect which encourages good behaviour is created by valuing everyone. We show that students, and all members of the West Heath community, are valued by celebrating birthdays and social/sporting achievements outside the school as well as within it. Assemblies are used as a celebration of achievement including tutor group performance in the Respect programme and the house system. All students may attend the student council where they can air their views and concerns. Students may discuss their problems with their Key Worker or a member of their tutor team. Students are entered for public exams in which they have a likelihood of success and encouraged at every step.

Everyone is valued We show parents and carers they are valued as partners in their child's education by keeping them up to date on student's progress by phone calls and parents' consultation evenings. Parents also contribute to reviews for their children. We encourage them to attend certificate and prize-giving ceremonies, and welcome them into the school at any time. The parent

Partnership with Parents and Carers group in school plays a pivotal role in ensuring all parents have the opportunity to take part in training activities and become a member of the group.

3. Rewarding positive behaviour

Showing care, concern, and approval are very successful rewards for positive behaviour and effort. The need for praise and recognition is within us all and many of our students will have experienced very little, if any, of either. Staff should as a general rule offer at least five positive statements before a negative.

Praise Positive behaviours such as work effort and presentation, kindness, helping others, manners, self-control, good attendance, academic achievement, and good leadership all receive positive reinforcement through the use of the respect system. Discretionary rewards such as words of praise/approval, praise from Principal or Senior Members of Staff, displays of good work in the classrooms and corridors, and progress reports/letters to parents.

Discretionary rewards

Prizes and recognition There are a number of subject awards given at the annual Prize-Giving for various types of progress and effort. Progress Reports are also given out at that time. Examination certificates are given out at a second annual celebration of achievement. Staff may nominate students for a range of special awards, which are presented in the whole school assemblies. Head Boy and Head Girl for upper and lower school are appointed. Gift vouchers are handed out 4 times a year.

4. Managing negative and unacceptable behaviour

Redirection with take-up time

Re-statement with offer of assistance

Reminder with explanation – comply or request help

Choice to comply or face further sanctions

Appropriate action

It is the responsibility of the adult to deal with breaches of expected standards of behaviour using the following incremental steps: Within lessons:

- a) Re-direct the student to the task at hand allowing take up time.
- b) Re-state the re-direction and ask if the student needs assistance to complete the task.
- c) Remind the student of the expected standard of behaviour, explain why it is necessary, and ask him/her to comply or to ask for assistance if needed. (This should be done quietly if possible so the student does not feel embarrassed to ask for assistance if it is needed.)
- d) Give the student the choice to return to task or face further sanctions such as a lunchtime detention to catch up on work missed.
- e) Apply the appropriate action, probably from the list below:
 - Move the student to another seat.
 - Take away any object he/she is misusing (to return at end of the session).
 - Ask the student to stay on at the end of the lesson - or to see you during a named break to discuss what can be done to improve the situation. (If this option is chosen, you must actually see the student, find out what caused the behaviour, and assign a task to try to prevent it happening in future. This task could be homework if the problem has to do with work or "community service" within the School. If such a task is not appropriate, the student's parents may be called to discuss the behaviour.)
 - If a student leaves a lesson, the staff resource available to the teacher should be deployed to ensure the student is safe. The teacher concerned should follow up the incident with a detention to ensure the work is completed.

If at any time during this procedure the student becomes verbally or physically abusive towards another student or the teacher, or if he/she poses a physical danger to him/herself, a LSA or another student is asked to contact a senior member of staff. The senior member of staff then asks the student whose behaviour is causing concern to go with him/her out of the lesson. If it should ever happen that a student refuses to leave a lesson and continues to pose a danger to himself/herself or others, the teacher will remove the rest of the class, leaving the senior member of staff to deal with the student's behaviour within the classroom. In some instances when the threshold has been reached a physical intervention may be appropriate to either redirect a student or prevent further harm, (see Positive Handling policy.)

More serious breaches

(f) More serious breaches of the standards of expected behaviour result in the student being asked to leave the lesson immediately, accompanied by a LSA who will ensure the student concerned works away from the group until such a time as they can return to either the teacher or the lesson. Senior members of staff are involved when this strategy proves unhelpful and unproductive. Serious incidents and/or significant observations are recorded on Behaviour Watch and dealt with by senior staff.

5. Targets and target setting IEP

All students have negotiated targets, academic, behaviour or a strength on which to build. These are identified with a member of their tutor team and as part of the Individual Education and Care Plan (IEP) and short term target setting process. This is now delivered through Edukey.

6. Repeatedly disruptive and intransigent poor behaviour

Students who repeatedly exhibit disruptive or otherwise unacceptable behaviour are discussed at a staff meeting or working lunch meeting that involves all adults working closely with the student in question. Specific individualised behaviour targets are devised in consultation with parents and the student for inclusion in the student's IEP. These students will usually receive LSA support during lessons which pose particular problems.

7. Sanctions outside lessons & residential

Outside lessons, and in our boarding facility, the responsibility for dealing with minor breaches of the standards of expected behaviour belongs to our care staff. Students should first be asked if they need assistance and then be reminded of expected standards of behaviour, why they exist, and asked to follow them. They should be given a second chance to choose to comply with the expected standards of behaviour before further sanctions are imposed. Failure to comply at this point results in an appropriate sanction, probably chosen from this list:

Procedure

Sanctions

- Sitting alone during break, supervised by a member of staff
- An appointment with a senior member of staff to discuss the behaviour
- Some sort of "community service"
- A period of detention
- A telephone call to the student's parents to discuss the behaviour. This will be logged.
- A conference with parent to discuss progress

Each incident judged individually

Incidents vary by degree and by motivation and are dealt with accordingly. Each case will be judged individually according to the prevailing circumstances and the pupil's needs. It would be inappropriate, for example, to punish a student who has a history of refusing to attend school with a suspension or exclusion. Below is a table of serious offences which will not go unchecked:

Serious offences that will not go unchecked

Detention/ Community Service	Exclusion Internal or External 1, 2 or 3 day	Educated off site / Permanent Exclusion
Low level disruptive behaviour	Disruptive behaviour	High level Disruptive behaviour
Possession of smoking implements	Damage to School property	Possession of Class A, B or C drugs
Late for Lessons	Bullying /Cyber bullying	Possession of an Offensive weapon
Bad Language	Physical attack on staff or fellow students	Criminal Behaviour
Use of mobile phone in lessons	Possession of Alcohol/Solvents	
Setting Fire Alarm off	Persistent setting off of Fire Alarm	

Sanctions

Sanctions used by staff dealing with breaches of the standards of expected behaviour may include break time, lunchtime and after school detention, exclusion of the student from certain lessons to work in internal exclusion.

Our school uses a sanctions record kept on SIMS & Behaviour Watch including the details of students who are excluded from school. All other responses to poor behaviour fall within the remit of this policy and are recorded in each individual student's file. Files are regularly monitored by a senior member of staff. The school tracks behaviour through Behaviour Watch. This records and informs key staff of any incident reported throughout the school day and beyond into the residential setting.

8. Positive handling

The use of any physical control is subject to stringent controls and the criterion for the use of such strategies is clearly detailed in our positive handling policy.

9. Searching Students

Student and room searches may be required where failure to carry out the search might put at risk the welfare of the student or others. Only the Principal, Deputy Principal and Vice Principals can authorise searching pupils in school time (8.30am-3.30pm). Searches can be authorised if it is thought a student is in possession of a prohibited item such as:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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 pupil).

The student will always be asked for their consent for the search to be undertaken. However if a student does not consent and there are reasonable grounds to suspect the student may have a prohibited item, student consent is not required. Searches will not be intrusive and the students' privacy and dignity will be considered throughout the search process.

A written record (incident sheet) will be made of any search and any outcome recorded.

Room searches – Residential Provision

The same principles and procedure above relate to room searches. Only the Principal, Deputy Principal, Vice Principal and Head of Residential can authorise room searches or student searches. In the absence of these staff Senior Support Worker's authorise room searches and student searches.

Should the need to search a boarder's bedroom ever arise, the relevant senior member of staff on duty when appropriate will explain directly to the young person the reason why his or her bedroom needs to be searched or was needed to be searched. There may be occasions where the senior member of staff may make a judgement that informing the student of the room search would not be appropriate if that would place the student or others at risk. The search must be carried out by one the aforesaid senior staff along with another member of staff. A contemporaneous written record (incident sheet) will be made of any search and any outcome recorded. The record must be passed to the Deputy Principal for monitoring and oversight.

NMS 9.4 - Children's belongings are searched only on grounds which are explained to the child concerned, and where failure to carry out the search might put at risk the welfare of the child or others.

Persons with particular responsibilities

All staff have equal responsibility for ensuring the safety and good behaviour of our youngsters. All staff have the authority to apply the sanctions and rewards outlined in the sections above.

Senior staff The Principal, Deputy Principal, Vice Principals and Heads of Year have responsibility for the setting, monitoring, and reviewing of the policy; for dealing with major breaches of the expected standards of behaviour as outlined in the sections above; and for liaising with parents and external agencies.

Tutors All staff, particularly tutors and key workers have a responsibility to ring parents with good news and to develop informal caring links with families. Tutors have the responsibility for ensuring behavioural targets are included in students' IEP's. Time is allocated for this during the tutor period at the start of the day. Target setting will involve consultation with other staff, parents, and the student). Targets are monitored continually and reviewed every day. Information is also logged in students learning journals.

Learning Support Assistants LSA's have the responsibility for supporting students with behaviours which repeatedly pose problems in certain lessons. They play a part in supervision outside lessons and these less formal relationships can provide a great deal of guidance and help towards appropriate behaviour.

INSET days on behaviour management and effective learning are held regularly which sometimes involve external trainers and consultants. All staff are trained in the TEAM TEACH approach. The school currently has a number of staff trained to the 12 hour course and an Intermediate tutor as well as an external Team Teach recognised company CTB Ltd who deliver training and support to all staff. The school has 8 members of staff trained to Advanced Team Teach level. This provides them with the knowledge and techniques required to deal with students who brandish weapons and/or display excessive violence requiring a floor to ground recovery process.

Other Participants & Stakeholders

Parents and carers with children experiencing difficulties may have experienced negative feedback from previous schools and as a result may be defensive about any communication relating to their child. We need to reverse this, to applaud their efforts and to get them on our side. Always looking for the positive will make it much easier to find opportunities for praise.

Parents and carers are regarded as integral to the process of behaviour management within our school. They are kept up-to-date with students' progress, consulted on target setting and reviews, and are encouraged to share concerns about students' behaviour at home as well as at school to give better insight into the student's emotional needs and potential causes/solutions.

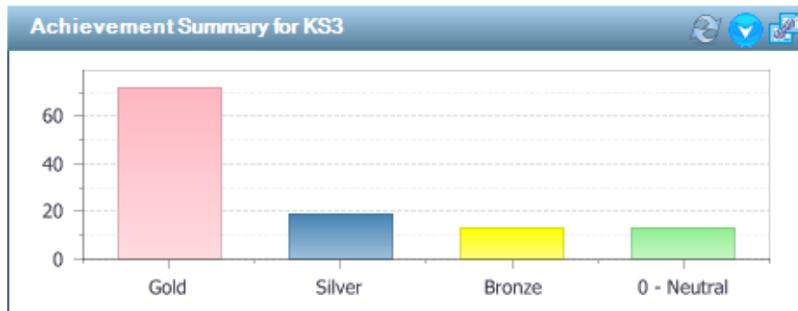
Monitoring & Evaluation

Deputy Principal
Student Services Committee

Appendix 1

Respect for Ourselves and Others

		
Gold (value 7 points)	Silver (Value 5 points)	Bronze (value 3 points)
<ol style="list-style-type: none"> 1. Arrive on Time for Lessons 2. Positive Attitude 3. Positive Behaviour 4. Positive Language 5. Helping Others 6. Take Direction 7. Outstanding Academic Engagement 	Any five from seven	Any three from seven



Appendix 2

Lack of Respect for Ourselves and Others - Sanctions

Observation Slip	INCIDENT SLIP - BehaviourWatch	
Observation	Exclusion Internal Exclusion / External (1, 2 or 3 day) / Detention / Community Service / Letter Home	Educated off site / Permanent Exclusion - Value of all points
Low level disruptive behaviour in class	Disruptive behaviour	High level Disruptive behaviour
Late for Lessons	Damage to School property	Possession of Class A, B or C drugs
Intimidation	Bullying /Cyber bullying	Possession of an Offensive weapon
Bad Language	Physical attack on staff or fellow students	Criminal Behaviour
Use of mobile phone in lessons	Possession of Alcohol/Solvents	Persistently interfering with the learning of others
Disrespect for others	Setting of Fire Alarm	Other
Refusal to follow direction after reminder and take-up time	Self Harm	
Disruption of lessons	Persistently not following direction	
Other	Off site without authority	
	Racist Behaviour	
	Other	

Smoking misdemeanours will be dealt with under the Smoking Campaign

Appendix 3

News: [Joining Forces - An exciting announcement](#)

[Mrs H Perridge](#) | [Incident](#) | [Accident Student Staff](#) | [Contact Log](#) | [Reintegration Meeting](#) | [Missing Student](#) | [Missing Student Reintegration](#)

Slip

Student: Staff: Victim:

Description:

Subject: Status: Location:

Date: Date: Period: Time:

Staff Victim:

CC: [Click Here to Inform Others](#)

Other Pupils

<input type="checkbox"/> 1. Other pupil:	<input type="checkbox"/> 1. Pupil role:
<input type="checkbox"/> 2. Other pupil:	<input type="checkbox"/> 2. Pupil role:
<input type="checkbox"/> 3. Other pupil:	<input type="checkbox"/> 3. Pupil role:
<input type="checkbox"/> 4. Other pupil:	<input type="checkbox"/> 4. Pupil role:
<input type="checkbox"/> 5. Other pupil:	<input type="checkbox"/> 5. Pupil role:

Other Staff Involved

<input type="checkbox"/> Other Staff 1:	<input type="checkbox"/> Staff 1 role:
<input type="checkbox"/> Other Staff 2:	<input type="checkbox"/> Staff 2 role:
<input type="checkbox"/> Other Staff 3:	<input type="checkbox"/> Staff 3 role:

Antecedents (Triggers)

Antecedents (Triggers):

Behaviour

<input type="checkbox"/> Bullying	<input type="checkbox"/> Setting off fire alarm	<input type="checkbox"/> Physical attack on peer	<input type="checkbox"/> Possession of Class A,B or C drugs
<input type="checkbox"/> Self harm	<input type="checkbox"/> Disruptive behaviour	<input type="checkbox"/> Off site without authority	<input type="checkbox"/> Possession of an offensive weapon
<input type="checkbox"/> Cyber bullying	<input type="checkbox"/> Verbal attack on peer	<input type="checkbox"/> Damage to school property	<input type="checkbox"/> Persistently Interfering with the learning of others
<input type="checkbox"/> Discriminatory and Prejudicial Behaviour	<input type="checkbox"/> Verbal attack on staff	<input type="checkbox"/> High level disruptive behaviour	<input type="checkbox"/> Other behaviour (please specify):
<input type="checkbox"/> Criminal behaviour	<input type="checkbox"/> Physical attack on staff	<input type="checkbox"/> Persistently not following direction	

Were the Police Informed?

Yes No

Was A Physical Intervention Used?

Physical intervention used Physical intervention not used

Were Any Injuries Sustained?

Student injury Staff injury Victim injury

Management - Action Taken

Discussion with pupil

Sanction

Warning to the perpetrator (four step approach)

Mediation

Reparation (Rebuilding student/staff relationships)

Internal Exclusion (1:1)

Residential Exclusion

Detention

Exclusion from School Day / Education

Exclusion by Vice Principal

Parents Informed

Parents informed?

Date parents informed

Follow up letter to parents

Date letter sent:

Action Taken By Principal / Vice Principal

Action taken: