

**Our vision:**  
Achievement for All

**Our mission:**  
To fulfil this through developing every child's personality, abilities and talents to the full, to be the best they can be.

Additionally, the school is committed to reflecting the United Nation Convention on the Rights of the Child in its policies and practice. The rights of the child considered to be especially relevant to this policy include:

- Right 3: The best interests of the child must be a top priority in all things that affect children.
- Right 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- Right 28: Discipline in schools must respect children's dignity.
- Right 36: Children must be protected from all other forms of bad treatment.

#### EQUALITY IMPACT

This policy has been written to help safeguard all children and staff at Sandgate school. It accepts that all of our students need support from time to time and in varying degrees to manage their behaviour. We recognise that no child will be treated differently or penalised due to their behaviour, but have a raft of measures put around them to support their development. We give all staff training to enable them to feel empowered to work with difficult and challenging situations.

#### PHILOSOPHY

Through this behaviour policy we aim to:

- Develop mutual respect between students and others
- Create an atmosphere where every individual is respected and where expectations of behaviour and work are high for all students and adults involved in the life of the school
- Minimise the behaviours which can prevent learning taking place
- Help students develop good social skills
- Increase students' interaction with, and access to, the community and hence their life chances after leaving the school
- Teach good behaviour and lead by example in modelling appropriate behaviour at all times
- Provide a framework within which the more complex aspects of behaviour management will operate

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## RIGHTS AND RESPONSIBILITIES OF ALL MEMBERS OF THE SCHOOL COMMUNITY

<b>Students-</b> These are shared with students on a daily basis and taught in some stand alone lessons.	
Rights	Responsibilities
<i>To be respected, accepted and listened to by others</i>	<i>To treat others kindly and with respect</i>
<i>To learn and have fun</i>	<i>To be calm in class so everyone can learn</i>
<i>To be safe in class, on the playground and on educational visits.</i>	<i>To tell an adult if anything is troubling them or others.</i>

<b>Staff</b>	
Rights	Responsibilities
<i>To be respected, accepted and listened to by others</i>	<i>To treat others with respect</i>
<i>To be involved in an ongoing programme of training and support</i>	<i>To help students manage their behaviour through clear boundaries, and consistent approaches</i>
<i>To be able to teach in a calm, safe environment</i>	<i>To provide lessons which are interesting and differentiated</i>

<b>Parents</b>	
Rights	Responsibilities
<i>To be respected, accepted and listened to by others</i>	<i>To treat others with respect</i>
<i>To be informed of relevant concerns relating to their child</i>	<i>To share information with school about circumstances which may affect their child</i>
<i>To be consulted regarding strategies to manage their child's behaviour</i>	<i>To support the school in seeking high standards of behaviour</i>

## ADDRESSING POSITIVE LEARNING BEHAVIOUR THROUGH THE CURRICULUM

PSHEC (Personal, social, health education and citizenship) is considered to be a key focus within the school, both within the taught curriculum and as a core part of ongoing school life. The PSHEC scheme of work is derived from National Guidelines and the PSHEC EQUALS scheme for students with learning difficulties.

Staff plan their curriculum involvement with students very carefully to ensure they involve and take into account the needs of all students within the group. Programmes of study, units of work and tasks are carefully adapted and differentiated to match individual ability. Every student should have the chance to achieve success and behave in acceptable ways.

The school makes financial resources available to Subject Leaders and class teams to enable high quality resources to be used with students. These resources should help to motivate and stimulate students and keep students engaged, leading to fewer incidents of negative behaviour.

As a Rights Respecting School, we engender a strong ethos of caring for each other and respecting those around us. Through work on making class charters and links in assemblies and lessons, the young people at Sandgate discuss the positive ways they can help each other and manage themselves.

## PROMOTING POSITIVE BEHAVIOUR

### Whole school level

- A positive, engaging ethos underpins the school environment.

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- An atmosphere where effort is praised, achievement rewarded and difficulties supported is promoted for students and staff alike.
- The development of self-esteem is promoted at every opportunity.
- The daily assembly at the Sandgate site acknowledges the good work of that day.
- Staff take responsibility for behaviour of the whole community of students in corridors, on the playground, in the dining hall, throughout the school – students also have a role to play in encouraging their peers to behave well.

### Classroom level

- All adults model controlled, respectful verbal and non-verbal behaviours, including the ability to reflect and re-assess the situation.
- Lessons are structured to be interesting and appropriately challenging.
- Students are encouraged to share and co-operate and to understand the needs of others.
- There are agreed classroom routines (eg entering and exiting rooms, getting equipment) which are followed consistently to minimise anxiety.
- There are agreed classroom expectations which may be displayed in a way that most students can understand (student-centred language, drawings, pictures) which have been devised through discussion with students as is possible/necessary.
- Appropriate positive behaviour is consistently noticed and commented upon.
- There are clear systems used by staff teams to deal with inappropriate behaviour.

### Individual student level

- The strengths of all individual students are recognised and celebrated by staff.
- Students receive a range of praise, including verbal praise, stickers, stars, thumbs up, awards and certificates to acknowledge their achievement. Staff are mindful that all students are different and some may not enjoy praise in front of the whole school for example, but will praise appropriately.
- Students are encouraged to participate in the range of extra-curricular clubs/residential opportunities available to learn new skills which develop self esteem and lead to greater enjoyment of what the school has to offer. Currently, the upper school students are encouraged to explore the range of activities on offer in the QKS site, including dance and theatrical activities.
- Where a student experiences difficulties in developing or sustaining appropriate behaviour there are systems in place which give additional support and attention.

### SCHOOL SYSTEMS WHICH MINIMISE AND RESPOND TO UNACCEPTABLE BEHAVIOURS

- Staff are aware of, and use, strategies to minimise off-task behaviour (see Appendix A). All staff who work with a student should be aware of specific systems in place for individuals.
- Within each class team there are clear, agreed systems used by staff to deal with inappropriate behaviour, which are shared giving a consistent approach.
- Systems are individualised to the understanding of the student.
- Any sanctions considered necessary are only used after a description and explanation of the inappropriate behaviour have been given by the member of staff, a warning has been given, and the behaviour repeated.
- Any sanctions applied are consistent, proportionate, immediate, minimal and understood by the student.
- Staff are aware that sanctions such as physical punishment, shouting at students, denying them food or using physical force are never used.

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### **SUPPORT FOR STUDENTS WHOSE BEHAVIOUR INDICATES SIGNIFICANT PROBLEMS**

A small number of students may present behaviours which are more challenging and difficult to manage, either on a day-to day basis, or periodically. This will usually be related to the complexity of need of the student (often in relation to underlying medical conditions/diagnoses) or prevailing social and emotional needs. In all such cases clear, individualised approaches, should be discussed in the staff team, and an individualised Behaviour Support Plan completed (see appendix B). This will enable clear, individualised approaches to be specified, and communicated to parents and relevant staff, to ensure responses are consistent.

Staff should keep the Senior Leadership Team informed of all developments, and seek their support when necessary.

In circumstances where students are regularly reaching crisis, SLT may use a further risk assessment which looks at success criteria to bring a child back on track. This process involves substantial collaboration with the parents to support their child and is seen as an integral support tool to help a child through a significant issue with their behaviour.

In rare circumstances, the Headteacher may consider the use of internal or fixed term exclusion.

Exclusion may result from pre-meditated violence, sexual/sexualised conduct which places others at risk, dealing in drugs or taking harmful substances whilst under the care of school staff.

### **SUPPORT TO DEVELOP STAFF SKILLS AND CONFIDENCE IN MANAGING STUDENTS' BEHAVIOUR AND POSITIVE HANDLING**

The school has three members of staff who are Intermediate Tutors in the TEAM TEACH approach in Positive Handling Techniques and strategies. All teaching staff, teaching assistants and mid-day supervisors receive a two day training course from them. All staff have a course participants handbook which gives them a range of strategies, support and advice. New staff will be made aware of de-escalation techniques as part of their induction. As new staff join, they will receive their TEAM TEACH training when numbers make this viable. Only appropriately trained staff are able to use any physical intervention agreed in an individual student's Behaviour Support Plan.

### **SUPPORT FOR PARENTS/CARERS IN DEVELOPING THEIR CHILD'S SOCIAL, EMOTIONAL AND BEHAVIOURAL SKILLS**

Close liaison takes place with parents, covering all aspects of their child's development. This may be informally through the daily diary, phone calls, class newsletters, the Annual Review meeting, parents' evenings and other occasional meetings. Parents are encouraged to share positive information about their child, but also to share problems or concerns. Parents may also request that staff work on a particular social/emotional target as part of the IEP.

The school also has contacts within Children's Services with other professionals who will be able to provide support directly in the home. This may involve TAC (Team around the Child) or TAF (Team around the Family) meetings to support the child and their family.

### **RECORDS**

It is important for staff to record relevant incidents which cause concern, even though effectively dealt with, as this provides information regarding patterns and frequency which can pinpoint triggers or hotspots.

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Records ensure that information is available for the Senior Leadership Team and that they can then support staff/students effectively. A summary of the behaviour incidents is made available to governors on a termly basis.

Incidents which involve an injury are recorded in accordance with County procedures via P25 forms. The Deputy Headteachers monitor and complete these and they are then passed to the Headteacher for countersigning before submission to County.

Any behaviour incidents must be logged on SOLAR on the day of the incident. Any incident which involves a restraint is also recorded on SOLAR and a copy is emailed to the Deputy Headteacher responsible for Behaviour and Safety.

All Positive Handling Techniques appropriate for a child must be documented in their Behaviour Support Plan.

Guides are there to prompt and encourage a student. They do not need recording.

Controls are there to direct a child. They must be recorded on SOLAR.

Restraints are to completely direct and control a child. They must be recorded on SOLAR and an email of the incident forwarded to the Deputy Headteacher for Behaviour and Safety.

## MONITORING AND EVALUATION

The Headteacher is ultimately responsible for behaviour across the school. However, all staff support them in promoting and modelling high expectations of behaviour, and in providing structures which support positive approaches to learning and school life.

The Deputy is responsible for monitoring P25 returns.

The SLT scrutinise the SOLAR every week in their weekly meeting. They look at hotspots and individual children and plan on any additional support needed. They then speak to class staff over any student who is displaying any difficulties if necessary.

The whole SLT monitor behaviour via Drop Ins, a presence around school and targeted monitoring visits. Formal Behaviour and Safety monitoring sessions by the Deputy and the Safeguarding governor happen at least twice every year with a full report made to SLT and feedback and actions shared with staff.

Governors receive a Behaviour update as a standard agenda item at every full Governors meeting where they can explore any particular issues or ask for clarification as to how staff are supporting students who are displaying challenging behaviours.

Senior Teaching Assistants and Higher Level Teaching Assistants manage the playgrounds on a day-to-day basis and direct activities to occupy and support students.

## Other relevant policies

POSITIVE HANDLING POLICY  
SAFEGUARDING POLICY  
CURRICULUM POLICY  
PUPIL CONTACT GUIDANCE  
STAFF BEHAVIOUR POLICY

ANTI-BULLYING POLICY  
ASSESSMENT POLICY  
SEN POLICY  
TOUCH POLICY

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## APPENDIX A

### POSSIBLE STRATEGIES FOR PROMOTING ON TASK BEHAVIOUR

Positive repetition	When giving direction, repeat them, and get students to repeat them back to you
Positive recognition	The power of praise, especially providing specific behavioural feedback 'I am really pleased you remembered to.....'
Rewards	Stickers, stars, star of day, star of the week, 'winning the race', attendance certificates.....
Scanning	When working with individuals/ group take time out to scan room and look for recognising on task appropriate behaviour
Circulating	Circulate room while students are working independently to give positive specific recognition
Teaching alternate behaviour	It may be that the student may not fully understand what behaviours are expected, and may need these to be modelled/taught

### POSSIBLE STRATEGIES FOR RE-DIRECTING NON DISRUPTIVE OFF TASK BEHAVIOUR

The look	Non verbal communication that you are aware someone is off-task. A look that states: 'should you really be doing that? What do I expect from you at this moment?'
Use of name	Use the student's name to gain attention at the start of a request (to the student or whole class)
Physical proximity	Presence close to the student when making the request- but not within the 'personal space' range-
Moving in	Moving towards a student - but not within the 'personal space' range-
Moving out	Asking the student to come to you so you can speak quietly and away from other students
Motivational challenge	Redirect the student with a challenge to finish in a set time/finish set number in set time etc.
Provide choice of on task or consequence	It may be that reminding a student of the consequence of being off task will bring them back on task

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## APPENDIX B

### Behaviour Support Plan

Name- \_\_\_\_\_ DoB- \_\_\_\_\_ Date- 2018 Review Date- \_\_\_\_\_

#### Part A My Behaviours

<u>My difficult situation</u>	<u>Behaviours I may display</u>
<u>What you can do to avoid this situation</u>	<u>What you can do If I display challenging behaviours</u>

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<u>What you can do to avoid this situation</u>	<u>What you can do if I display challenging behaviours</u>

## Part B Support Strategies

\_\_\_\_\_'s **Green** Strategy

<u>Support Strategies</u>	<u>Behaviour</u>
The things we can do or say to keep ____ in the green as much as possible	What ____ says, does and looks like that gives us clues he is calm and relaxed

\_\_\_\_\_'s **Amber** Strategy

<u>Support Strategies</u>	<u>Behaviour</u>
The things we can do or say to stop the situation from escalating further and return ____ to the proactive phase as soon as possible.	What ____ says, does and looks like that gives us clues that he is becoming anxious or aroused.

\_\_\_\_\_'s **Red** Strategy

<u>Support Strategies</u>	<u>Behaviour</u>
The things we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.	What ____ says, does and looks when he is challenging

\_\_\_\_\_'s **Blue** Strategy

<u>Support Strategies</u>	<u>Behaviour</u>
The things we can do or say to support ____ to become more calm again and return to the proactive phase.	What ____ says, does and looks like that tells us he is becoming more calm.

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## Part C De-Escalation Options

**Try**                      **Avoid**

Offering Advice & Support	Give Me Space To Think	Reassurance	Use Planned Help Scripts	Negotiation
Limited Choices	Humour	Logical Consequences	Tactical Ignoring	Thinking Time
Offer Me Time-Out	Supportive Touch	Transfer Adult	Remind Me Of Positives	Listening To Me
Acknowledgement	Silence	Agreeing	Removing Audience	Others?

## Part D Which Physical Intervention?

**Try**                      **Avoid**

Friendly Escort	Single Elbow	Figure of Four
Double Elbow	Single Elbow Seated	Caring C guides
T-Wrap	T- Wrap to Chairs	Single Person Double Elbow

Any factors to consider when debriefing Pupil? E.g. Communication aids, preferred staff etc.

<p><b>Listen</b></p> <p><b>Link</b></p> <p><b>Learn</b></p>	
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Young Person:                      Name: \_\_\_\_\_                      Date: \_\_\_\_\_

Parents / Carers:                      Name: \_\_\_\_\_                      Date: \_\_\_\_\_

Teacher:                      Name: \_\_\_\_\_                      Date: \_\_\_\_\_

Class Staff:                      Name: \_\_\_\_\_                      Date: \_\_\_\_\_

Name: \_\_\_\_\_                      Date: \_\_\_\_\_

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