

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.

Sandgate 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 any difficult or challenging situations they may encounter.

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
- Develop and build upon a child's behaviour for learning

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RIGHTS AND RESPONSIBILITIES OF ALL MEMBERS OF THE SCHOOL COMMUNITY

Students- 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>

Staff	
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>

Parents	
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

PSHE (Personal, social and health education) 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 PSHE scheme of work is derived from National Guidelines and the PSHE association.

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.

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.
- Assemblies acknowledge the good work that children and students do and what they achieve.
- 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.
- The school promotes a low stimulus environment
- The school promotes the use of visuals to support and enhance communication for the young people and therefore promote better behaviour.

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, visuals etc) 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 challenging behaviour.

Individual student level

- The strengths of all individual students are recognised and celebrated by staff.
- Staff develop in depth understanding of the children and young people which means they can provide personalised learning, supporting their needs and behaviours.
- 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.
- Where a student experiences difficulties in developing or sustaining appropriate behaviour there are systems in place which give additional support and attention.
- Sensory profiling of students increases staff knowledge of what will help a child to achieve and limit any negativity.
- When the need arises, appropriate meetings (Team Around the Family TAF, Child in Need CIN, Team Around the Child TAC etc) with parents and other agencies are set up to address any particular issues.

SCHOOL SYSTEMS WHICH MINIMISE AND RESPOND TO CHALLENGING 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.

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- Within each class team there are clear, agreed systems used by staff to deal with inappropriate behaviour, which are shared giving a consistent approach.
- Staff draw up Positive Behaviour Support Plans in consultation with parents.
- 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, relevant, proportionate, immediate, minimal and understood by the student.
- Staff are aware that sanctions such as physical punishment, shouting at students or denying them food are never used.

SUPPORT FOR STUDENTS WHOSE BEHAVIOUR INDICATES SIGNIFICANT CHALLENGES

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 any developments in behaviour matters 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 parents/agencies to support their child and is seen as an integral support tool to help a child through a significant issue with their behaviour.

In extremely 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 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 Positive Behaviour Support Plan.

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

Close liaison takes place with parents and carers, covering all aspects of their child's development. This may be informally through the daily diary, phone calls, emails, class newsletters, the Annual Review meeting, parents' evenings and other occasional meetings. Parents are encouraged to share positive

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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

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.

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

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 held electronically. Once completed these and they are then passed to the School Business Manager for submission to County.

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 School Business Manager is responsible for monitoring P25 returns.

The Deputy Headteacher scrutinises SOLAR regularly. 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.

Other relevant policies

POSITIVE HANDLING POLICY	ANTI-BULLYING POLICY
SAFEGUARDING POLICY	ASSESSMENT POLICY
CURRICULUM POLICY	SEN POLICY
PUPIL CONTACT GUIDANCE	TOUCH POLICY
STAFF BEHAVIOUR 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
Visuals	Using visuals scaffolds the child's day/time and activity and helps to reduce anxiety and behaviour incidents.
Positive Behaviour Support Plans	Referring to the plan gives clarity and consistency for everyone.

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
Use of Staff	Offer a change of face to another adult
Use of visuals/Countdown strips	Reducing language and reinforcing the message you want to convey via visuals helps.

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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.

Listen	
Link	
Learn	

Young Person: Name: _____ Date: _____

Parents / Carers: Name: _____ Date: _____

Teacher: Name: _____ Date: _____

Class Staff: Name: _____ Date: _____

Name: _____ Date: _____

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