



<b>Policy</b>	Behaviour Policy
<b>Date</b>	May 2017
<b>Reviewed</b>	May 2018 September 2018
<b>Responsibility</b>	Audrey Pantelis

## Contents

1. Expectations of Behaviour at Pentland Field School
2. Whole School Approach
  - 2.1 Our School Values
  - 2.2 The 5P Approach
  - 2.3 Whole School Rewards
3. Individual Class Rewards
4. Sanctions and Consequences
5. Reporting
6. Positive Handling
7. Staff Development and support
8. Parent Liaisons
9. Police Intervention
10. Offsite Behaviour
11. Allegations of Abuse

This policy should be read in conjunction with

- Pentland Field Anti-Bullying Policy
- Pentland Field SEN Policy
- Pentland Field Promoting British Values Policy
- Eden Academy Equality Policy
- Eden Safe Guarding Policy
- Eden Academy Exclusion Policy
- Eden Academy Dealing with Allegations of Abuse Policy

# **1. Expectations of Behaviour at Pentland Field School**

## **At Pentland Field School we believe that:**

- pupils want to behave well
- pupils can learn to improve their behaviour
- mistakes are part of the learning process
- all adults can learn strategies to support pupils to improve their behaviour
- behaviour is a form of communication

## **Expectations of Behaviour at Pentland Field School**

At Pentland Field School our policy for behaviour involves staff, students, parents and governors. If students are to achieve their best then they must be free to learn in a stimulating, supportive, friendly and rewarding atmosphere.

## **We expect that:**

- Each student has the right to learn
- Each teacher has the right to teach without interruption
- Every parent has the right to information about their child's behaviour and to work in partnership with the School to encourage high standards
- Every student is equal and should be treated as such at all times.

## **We want to:**

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that students are appropriately challenged and supported in all of their learning.
- Create well-ordered classroom environments for learning.

## **Staff will act to challenge behaviour that:**

- Could have repercussions for the orderly running of the School
- Pose a threat to a member of staff, another student or a member of the public
- Could adversely affect the reputation of the School within the community.

**All behaviour should be recognised and either praised or addressed promptly.**

## **2. Whole School Approach**

### **2.1 Our School Values**

At Pentland Field School we want all our pupils to become independent learners so that they can:

- Create and develop relationships
- Develop independent living skills with support
- Build a range of interests
- Contribute positively to the community
- Communicate their thoughts and needs independently

This is promoted through our Golden Rules which are

- We listen to each other
- We are kind to each other
- We give each other time to speak
- We can share
- We look after our lovely school
- We work hard every day to be the best that we can be

At Pentland Field School we celebrate pupils' successes and their use of the Golden Rules through Star of the Week, a certificate given out per class each week at assembly, and through individual class rewards.

### **2.2 The 5P Approach**

Pentland Field School has adopted the 5P approach as a framework for behaviour intervention.

The 5P Approach moves through a carefully defined process to ensure that behaviour issues are seen as part of a wider context and that all necessary areas are covered within the framework. It sets out a structured approach to intervention planning which uses five distinct stages, all of which contribute to the overall plan and are interdependent.

The 5 stages are:

- Profiling
- Prioritising
- Problem Analysis
- Problem Solving

- Planning

## **Staying in the Green for the classroom.**

### **The Green Zone.**

The Green Zone promotes the ideal learning environment for our pupils. It uses a variety of strategies, such as:

- Visual Timetables
- Signs
- Routines
- Structures
- Change of Face
- Quiet Voices

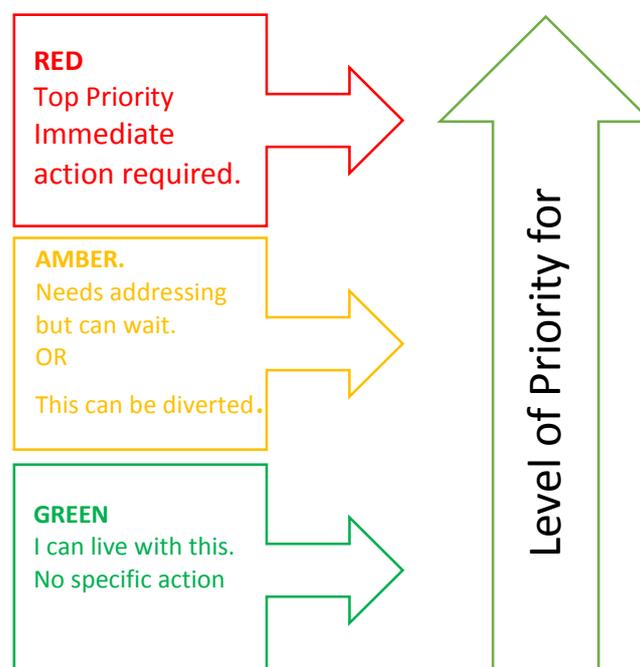
Classes discuss their Green Zone in team meetings.

### **Staying in the Green for the children.**

Each child has a Green Profile which details their likes, dislikes, communication needs and learning styles. This ensures that staff recognise what conditions and motivators the pupil needs to stay in the green. Each class has a file of their Green Zones, and where possible, the pupils help contribute towards them.

### **Amber and Red Zones.**

Children who display behaviours which need intervention follow the 5P process to prioritise, analyse and plan for the de-escalation of the behaviour, should it happen again. These Amber and Red Plans form the basis of their Behaviour Plan and set out clear strategies to help the pupils return to Green.



## **2.3 Whole School Rewards**

Following the Golden Rules, working hard and positive choices are rewarded through

- Praise
- Star of the Week
- Individual Class reward systems
- Work being displayed on the Achievements Board

Attendance is celebrated through a termly Attendance Assembly. Pupils with 100% attendance for the term receive a certificate and £5 voucher. Children who have improved their attendance from below 90% to above 90% during the term also receive a certificate.

Pupils who demonstrate an exceptional attitude that goes above and beyond the Golden Rules are nominated to the Head of School for a Head of School Certificate which is presented and celebrated in assembly.

## **3. Individual Class Rewards**

Class teachers are responsible for implementing individual class reward systems, which can include:

- Golden time
- Points or tokens
- Stickers
- Phone calls home
- Special responsibilities

## **4. Sanctions and Consequences**

At Pentland Field School we believe that mistakes are part of the learning process, and we support the pupils to make the correct choices.

- We do not use Sanctions or Punishments without prior negotiating or contracting.
- Children are taught to expect natural consequences to both positive and negative choices.
- Adults give verbal prompts (with the help of visual aids, or other SALT strategies) with clear warnings.

- Adults use techniques outlined in the Behaviour Plans to deescalate or distract pupils to help them return to Green.

## **5. Reporting**

- All achievements and behaviour is recorded on SIMS and is used by class teams and SMT to monitor and support pupils and staff.
- Accidents and Serious Incidence are recorded on a paper based form, which are kept in the staff room. When fully completed the forms are returned to the Head of School.
- Cause for Concern forms are completed for behaviour which raises a safeguarding concern. See Eden Safe Guarding Policy.

## **6. Positive Handling**

Pentland Field School uses Positive Handling techniques as taught in Team-Teach training only when:

- All other forms of de-escalation/distraction have been unsuccessful, using both the methods advocated by the first 95% of Team Teach and strategies outlined in the pupils Behaviour Plans.
- The staff are fully trained in Team-Teach techniques and the training is up to date.
- The pupil is in danger of causing harm to themselves or other people.

For further information see Appendix 1 - Physical Intervention

## **7. Staff Development and support**

Staff development is an important part of the overall Behaviour management at Pentland Field. This is addressed by:

- Whole school CPD which address different aspects of behaviour, appears regularly in the training cycle
- Staff are accredited in Team Teach and training is provided by in house Team Teach Trainers.
- Individual courses through the Academy and through external agencies are encouraged, as part of individual Continuing Professional Development identified in Performance Management meetings

## **8. Parent Liaisons**

At Pentland Field School we have an open dialogue with all parents which includes:

- “Good News Phone Calls”. At least once a term, teachers ring home to inform parents of good choices and positive behaviours.
- Informing parents of negative behaviour either through Link books, or for serious behaviours via a telephone call.
- All Behaviour Plans are discussed and agreed with parents.

## **9. Police Intervention**

If a pupil puts themselves or others at serious risk, e.g. absconding or carrying a weapon, consideration will be taken to contact the police. In most circumstances, this will be done in agreement with the Head of School or Assistant Head of School. In genuine emergencies this decision can be made by an individual member of staff.

## **10. Offsite Behaviour**

Members of staff should carry ‘Concerning Behaviour’ cards with them in case of an event where staff need to use Team Teach in public. These cards can be given to members of the public who may be concerned about what they have seen and encourage them to contact the school where staff cannot stop to explain.

## **11. Allegations of Abuse**

Accusations against staff are taken very seriously at Pentland Field School. Any accusation is investigated fully by an appropriate member of staff and their findings considered by the Principal, and the Head of School. See Eden Academy Allegation of Abuse Policy.

## **Appendix 1**

### **Physical Intervention**

Staff at Pentland Field School receive up-to-date behaviour management training, and all staff are required to attend an authorised training course dealing with de-escalation techniques and positive handling, (Team-Teach). We believe that positive handling should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and appropriate, and be done with the aim to reduce not provoke.

All staff owe a duty of care to pupils. To take no action, where the outcome is that a child injures him/herself, or another, including staff, could be seen as negligence.

TOUCHING – may be used appropriately e.g. pat on shoulder in a public place

HOLDING – by this we mean providing physical direction e.g. pupil is led away by hand/arm/around shoulder (using Team Teach practices)

- it falls short of restraint
- it is subject to considerations of sexual appropriateness and sensitivity
- is subject to interpretation, so must be used with care

MONITORING –

- We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the pupil
- We will observe and feedback to staff on observed good practice and areas for development