

Danecourt School

Positive Behaviour Policy



Danecourt School

VALUED, RESPECTED,
SAFE & SUCCESSFUL

Approved by: Cathryn Falconer

Date: March 2019

Last reviewed on: March 2019

Next review due by: March 2020

Positive Behaviour Policy

This policy is to be adopted by all entities under the Academy School

Entities may add appendices if appropriate.

Aim of the Positive Behaviour Policy

The School aims to create an environment that is warm and caring, where every individual feels **Valued, Respected, Safe and Successful**, in line with the School ethos and values.

The School operates as a Community, where citizenship is central and an agreed, clear and enforced code of conduct is crucial to maintaining a positive learning environment, thereby, promoting equality of opportunity and access to the curriculum.

The School aims to:

- Encourage the use of appropriate verbal and non-verbal forms of communication
- Promote self-discipline and proper regard for authority
- Encourage good behaviour and respect for others
- Raise self esteem
- Ensure that the standard of behaviour is acceptable
- Regulate conduct within the organisation
- Allow everyone to access the curriculum and allow learning to take place.

However, pupils with specific behavioural needs will need to have their needs addressed in an individually planned basis.

Objectives

The Positive Behaviour Policy objectives are:

- To guide staff towards sound working practices and offer support by offering practical advice
- To identify and standardise behavioural expectations for pupils, parents/carers, members, trustees and staff.
- To ensure a consistency of approach for both children and adults, and in the management and monitoring of discipline by staff.
- To operate a constructional system of rewards and outcomes, which uses positive rewards rather than punishments, Positive Behavioural Intervention and Support (PBIS), and the Danecourt School 'Show kindness, Take responsibility, Act safely, Respect everyone (STAR) reward systems.
- To outline the way in which the style and practice of the staff best protects the rights and dignity of the children
- To outline the way in which the style and practice of the staff as individuals and teams best provides for the well-being of all staff
- To display the work of the school to outside agencies
- To provide standards by which practice can be judged

Values

Every child needs security, stable and caring relationships and a dependable and predictable environment in order to develop self-discipline and control.

It is of prime importance that groups of staff attempting to work effectively together to meet the emotional and behavioural needs of complex Pupils understand and share commonly held values.

One of the main causes of poor teamwork and poor practice is a failure to achieve this. Below is a list of values to which the staff group has been aspiring for some time through discussion and training.

- Respect for the individual.

We believe that this is a basic right for all children to receive respect and be valued for what or how they are NOW. Every individual is entitled to be treated in such a way as to preserve their dignity and to encourage self-respect.

- We attempt empathy.

It is one of our working practices that we attempt to see the world from the point of view of the child who is challenging us.

- All behaviour is communicative.

We believe that all behaviours, including the most challenging, represent attempts to communicate. We hold the view that, given the life circumstances of many of our children and the difficulties that they may be facing daily, it is not surprising that they can be difficult at times.

Principles

Principles of practice take values one step further into some 'general rules' which can guide practice.

- Staff are expected to have knowledge and understanding of the pupils in their care, particularly in terms of their needs.
- Staff practice will embody respect and empathy for the individual at all times.
- Attempting to see an incident from the pupil's point of view will lead to better handling of the situation and greater likelihood of an effective outcome.
- We should be working towards an environment where there is order, discipline, calm and respect but also have an understanding that time and space are sometimes necessary for individuals to express their feelings.
- Looking for an effective outcome to a situation requires the avoidance of unnecessary conflict and the creation of options which the individual can use to end the incident.
- Staff members' awareness of their own movement, body language and use of space will enhance the movement towards effective outcomes when dealing with incidents.
- Reason and good sense rather than personal feelings should drive staff practice.
- It is important to remember that not all incidents will be managed successfully and that this is not a failure on anyone's part.
- Staff groups should work towards becoming 'healthy teams' in terms of communication and mutual care.
- Evaluation of incidents and their outcomes through reflecting and talking are encouraged as part of staff teamwork.
- It is especially useful to evaluate and record incidents with effective outcomes so that good practice can be acknowledged and the experience taken forward to future incidents.

Practice

This section sets out some guidelines for good practice based upon the values and principles described in the previous sections. It is only possible to set out a general framework of guidance and this guidance includes some definite rules for things that staff may not do, for example, in terms of making physical interventions.

- When conveying information about a pupil to colleagues, include the pupil in the discussion or hold the conversation elsewhere.
- Dialogue between members of staff should be professionally appropriate, providing a model for social interaction.
- Try to accept that difficult situations will arise and to resolve not to take such incidents personally, despite any attack that may have been directly aimed at you.

- Staff should be aware of the communicative nature of their own behaviour at all times but especially when dealing with a challenging incident, for example, try to move to the pupil's height to reduce threat.
- Be aware that good practice can include walking away or stepping back and letting someone else deal with a situation.
- Staff should also try to accept that some incidents can be upsetting and that those feelings, which can include anxiety and fear, form a natural response to a traumatic situation.
- Levels of support will include encouragement and reassurance for the pupil(s) after the incident, for the staff team who usually deal with the pupil(s) and for the person or people intervening.
- Management teams will endeavour to allow time away from the situation and to provide support for all individuals concerned with a challenging incident with the aim of building the confidence to go back into the situation.
- Incident reports should be written as soon as possible after the event and must be completed on the same day as the incident occurred.
- Frequency charts for behaviours should be kept.
- Have written Person Centred Support Plans in place (PCSP) to assist the pupil to develop more positive and constructive ways of interacting with his/her world.
- Review these regularly and amend as necessary.
- Good practice will include re-visiting these guidelines on frequent occasions.

We will utilise all available knowledge, methods and literature/research which supports us in supporting appropriate behaviour in Pupils; possible strategies may include the following:

- Analysis – ABC charts (Antecedents, Behaviour and Consequences), frequency charts, focused observations.
- Regular discussion and good team work.
- Working with parents/carers: parents are important in promoting and maintaining behaviours that effectively enable learning and development. They are made aware of the academy expectations for their children through the Home School Agreement, PCSPs, In School Reviews and Annual Reviews. Communication about behaviour is through the home contact books and telephone calls.
- Involving other professionals e.g. Social Services, CAMHS, Clinical Services.
- Highlighting good behaviour seen in pupils to themselves and their peers.
- Implement positive behaviour intervention and support where appropriate, to ensure that all staff are confident in dealing with the behavioural needs of the pupils they are to come in contact with.
- Positive reinforcement and rewards, including understanding that different pupils will be motivated by different rewards.
- Fair and reasonable sanctions that are recorded in PCSP's.
- Distraction techniques- redirecting pupil attention to another activity or task which will engage them.

- Systems which support understanding and confidence: clear appropriately targeted communication/language, visual timetables – using words, symbols or pictures, objects of reference.
- De-escalation techniques (Team Teach)
- Consistency of response to the specific behaviour in the same way every time by all staff and others involved with each pupils and as agreed and recorded in their PCSP's.
- Compromise and avoid confrontation.
- Effective recording of behaviour, incidents and physical intervention.
- Ongoing monitoring and review of trends in behaviour and physical interventions over time.

Intervention:

- Work positively to defuse situations by remaining calm and being sensitive to the individual's personal space. (Have a reason for entering the individual's personal space, such as to soothe, speak quietly or physically intervene)
- Intervention techniques can range from a quiet word to an individual through allowing space and time, possibly by removing other pupils from the location, implementing 'withdrawal' to physical interventions.
- Every intervention technique (as recorded within PCSP) must be pupil need-driven, maintaining dignity and respect at all times.
- In accordance with legal guidelines, staff must not use physical force to impose compliance.
- Ensure that Team Teach guidelines are understood and included in the management of challenging situations; for example, giving physical empowerment, sensitive use of voice, body language and social cues. Be aware of the continuum of intervention.
- Team Teach policy and procedures must be adhered to in the event of physical restraint. Physical restraint may only be used under the strict regulations outlined in the policies and within PCSP's and with the appropriate safeguards to minimise the risk of injury to pupils and staff and only under circumstances which may present a threat to safety of any pupils/ staff or significant damage to property.

Responsibilities

The academy has several key responsibilities in monitoring and applying the Positive Behaviour Policy.

The **Board of Trustees** has a responsibility to provide the policy, update it regularly and to review its effectiveness in conjunction with the academy leadership.

The **Headteacher** has a general responsibility in maintaining high standards of discipline and behaviour, to monitor and approve procedures relating to behaviour. Additionally, the Headteacher is responsible for achieving these standards, ensuring that they are applied consistently and fairly across the academy and reporting to the Board of Trustees when required.

The **Teachers, Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs)** should provide a well-planned curriculum and environment, to reduce the likelihood of discipline problems. They are also immediately responsible for dealing with disruptive or unacceptable behaviour, they must use their own judgements as to how it should be handled but this should be within these guidelines. They are also responsible for developing PCSPs for pupils with ongoing difficulties.

In line with the extension in the discipline section of the Education Act 2011, staff members have the power to search pupils, without their consent, for items banned in schools/academies should it be deemed necessary to do so.

Parents/carers are expected to support the school in behavioural programmes. PCSP's are shared with parents who then sign the documents to confirm that they are in agreement with the strategies and interventions identified.

Everyone associated with the academy is responsible for providing a well-planned and safe environment, which supports the Trust's ethos and values statement and to provide positive role models for all.

The Curriculum

The curriculum, routines and rituals are central to maintaining order in our academies in that

- It provides an opportunity through assemblies and PSHE to discuss the need for rules in society and in their role in protecting our rights. The promotion of self-discipline, a sense of care for one another and a dislike for irresponsible behaviour is positively encouraged.
- It is through a well organised day and environment combined with interesting and challenging individual, group and co-operative work that the opportunity for conflict is reduced
- A flexible approach to curriculum delivery to meet the learning needs of pupils who present special and complex needs, (as identified through In School Reviews/Annual Review of EHCP).
- A flexible nurture based approach which supports pupils presenting particular social and emotional needs.

Code of Conduct

The school has a Code of Conduct, which states guidelines for pupils and staff as to what is acceptable behaviour as well as any rewards and/or sanctions used. These can be found in the appendices at the end of this policy.

Bullying

The school does not tolerate the bullying of any individual, and considers everyone to be of equal value and as such should be treated equally. The trust seeks to foster good relations between people who share a protected characteristic and those who do not e.g. age, disability, gender identity, race, religion or belief and sexual orientation.

Staff at school are committed to developing an anti-bullying culture whereby no bullying will be tolerated.

Aims of the strategy

- To identify and highlight the issue of bullying (delegated as a responsibility of each academy)
- To be proactive in addressing the issue.
- To have in place agreed strategies for reporting and reacting to bullying
- To encourage everyone to take positive action
- To provide a system of monitoring

Defining Bullying

Bullying always involves the imposition of power of one party or group over another (the victim) and it has some common features:

- deliberate hostility or aggression towards the victim
- a pattern often repeated over a period of time
- it is aversive or distressing

Bullying takes many forms, which can be subtle or overt;

- **Physical** - which includes various levels of violence e.g. hitting, kicking, pushing, pinching or taking belongings. Additionally, it could be unwanted physical contact and the physical moving of an individual e.g. pushing a pupil out of line.

- **Verbal** - e.g. teasing, "winding up", name-calling and lies and rumours. Graffiti can also be included here.
- **Emotional**- e.g. exclusion, gestures
- **Racist/ Sexual** - which may include various elements from above
- **Online Bullying** - With constantly advancing technology we must be alert to this unpleasant and particularly intrusive form of bullying. Cyberbullying can involve Social Networking Sites, like Bebo, Facebook and Myspace, emails and mobile phones, used for SMS messages and as cameras.

The outcome of Bullying is to harass an individual or group and cause them fear or reduce their self-esteem. However, there may be pupils who present these behaviours but who are unaware of their actions and consequences due to ASD or other disabilities. If identified, their bullying behaviour will be addressed through behaviour modification programmes.

All incidents of bullying will be reported using Sleuth. Incidents are then reported to the Local Governing Board as part of the Headteachers report at each LGB meeting or as otherwise requested.

Physical Intervention and use of Restraint

The school recognises the serious implications for all concerned when the use of physical intervention becomes necessary. In particular, they acknowledge the stress and very real anxiety that such actions can generate in children and young people, Parents/Carers and staff. The production of this guidance will ensure everyone has a positive and safe way to respond to the use of physical intervention

To de-escalate and manage these incidents all contact staff have been trained in the Team Teach programme of physical intervention and prevention. This is the method approved by Medway Council and meets statutory guidance. Staff are required to refresh their training every 2 years.

If any physical interventions or Team Teach approved handling are written into the relevant behaviour plan, then frequency data **must** be taken to monitor whether other conditions are being handled appropriately.

These guidelines have been developed in line with guidance given by Medway and the Department for Education (Behaviour and discipline in schools - January 2016):

Power to use Reasonable Force:

“Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom”

The following highlights the key times that physical restraint may be required:

- 1) Action due to imminent risk of injury or harm to the child or other children, to staff the public or others. Consideration needs to be given to the balance of the risks associated with other courses of action, including the risk of taking no action at all. Risks associated with applying restraint or not to do so include causing physical injury, causing a flight response, psychological trauma, distress and emotional disturbance to the child and to staff.
- 2) Action due to developing risk of injury or significant damage to property - Examples of these include:
 - attacks on staff or other pupils
 - pupils who are self-harming
 - pupils who are fighting
 - pupil is or about to commit a deliberate act of vandalism (including their own property)
 - pupils in rough play that may cause injury
 - pupils misuse of dangerous objects or materials
 - pupil running in a corridor or stairwell that may cause injury
 - pupil absconds from class or leaves school when they may be at risk to themselves or others

Key considerations

- a) A calm considered approach is needed, with regard to all behaviour management
- b) Staff should, where possible attract help and not be alone
- c) Staff do not always need to make physical interventions. They may decide to move objects or remove

other children from the situation. Decisions to restrain should be made based on their best interests balanced against respecting the safety and dignity of all concerned.

- d) Before deciding to make a physical intervention, staff should assess the risk and make a decision to use the minimum force necessary to achieve the desired result. A focus on the child's safety and welfare should underpin any use or restraint and it should always be in **the best interests of the child**.
- e) The least intrusive response to the above situations should be used, so that staff, and children are treated fairly with dignity and respect.
- f) Any response should be reasonable, minimising the risk of harm to children and staff as priority.
- g) No child or group of children should be in a classroom with a closed door and no adults present in the room.
- h) If physical interventions are necessary then a child's elbows should never be seen to be above their shoulders, their feet off the floor or their feet dragging behind them on the floor. A member of staff should take responsibility for communicating with the child throughout any period of restraint in order to attempt to continually, to de-escalate the situation. Staff should also monitor the child for signs of emotional or physical distress following any such period of restraint.
- i) Restrictive interventions should not be used to punish or for the sole intention of inflicting pain, suffering or humiliation.

NB: Within the Team Teach framework 95% of situations should be resolved without physical intervention. Team teach techniques seek to avoid injury to the service user but bruising and scratching may occur and this should not be seen as failure of the technique but an unfortunate side effect of keeping the children safe.

Withdrawal and Seclusion

Withdrawal is defined as the accompanied moving away from a situation to enable a pupil to calm down. Examples of withdrawal may include: allowing a child to go outside in order to calm and reduce distraction to the other pupils. All withdrawals are supervised. On occasions it is deemed necessary to withdraw a pupil from the classroom. The purpose of this action is to withdraw a pupil from a situation in which he or she is clearly not coping or is causing widespread disruption. A pupil will be withdrawn so that the effect of their behaviour on other children is minimised.

If a pupil is withdrawn from the class room or lesson contrary to their own choosing a record must be made on Sleuth and a member of SLT informed. If physical intervention is required to execute the withdrawal this must also be recorded. Withdrawals do not depend on having a room (for example a safe space) in which it takes place and can occur in any area of the school dependent on circumstances.

Seclusion is defined as involuntary confinement and cannot be part of a planned strategy within the school. Seclusion contravenes Human Rights Legislation and is unacceptable practice other than in extreme circumstances.

The DfE (2016) state that "schools should ensure that pupils are kept in seclusion no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet".

If Seclusion is utilised it is only used as a **last resort** in **exceptional circumstances** e.g. when a pupil is persistently demonstrating physically aggressive behaviour towards peers / staff and physical intervention is necessary to prevent this and staff are unable to take a pupil safely to an area whereon they do not have to physically restrain the pupil and can observe the pupil from a distance e.g. the playground. It should always be in the best interest of the child and never for ease of management. It must only be used for the minimum time needed to restore safety and when all other strategies have been used or deemed inappropriate. At Danecourt the safe space environments will only be used for seclusion (when the child is placed in the room alone and the door is closed) in these exceptional circumstances outlined above.

Seclusion must always be reasonable, necessary and proportionate to the risk presented by the pupil concerned and it is the least restrictive option likely to succeed and in accordance with a risk and restraint reduction plan designed to safeguard their psychological and physical health.

Seclusion can be defined by the following points:

- The pupil is taken to another room by a member of staff

- The pupil is monitored from outside the room
- The pupil is unable to leave the room

As with the use of withdrawal SLT must be informed if staff are going to use seclusion. Following the incident parents/carers should also be informed and staff should record and report the incident in accordance with school procedures.

Seclusion should not be confused with **'time out'** which involves restricting a pupil's access to positive reinforcement (usually as a planned response to particular behaviour); or **'withdrawal'** which involves removing the pupil from a situation which causes anxiety or distress to a location where they can be observed and supported until they are ready to resume their usual activities.

Recording Significant Incidents

Following a significant incident, (whether or not a recognised Team Teach Physical Intervention (PI) has been used), staff should follow the guidelines shown below and complete a Significant Incident Report (Sleuth) on the school Behaviour Support Database system. This should be completed within 24hours of the incident happening.

1	Inform Head or Deputy. A member of staff will inform parent by phone, unless parents have previously agreed the procedures outlined in the pupil's PCSP.	
2	Child to be checked for injury, and recorded on body map, which are held in the main office.	
3	Staff to report personal injuries and fill in form as necessary	
4	Site of incident to be checked for damage and reported in repair file.	
5	Complete Significant Incident Report on the Sleuth Behaviour Support Database as soon as practically possible.	
6	Staff involved to talk through incident with SLT/Team Teach trainers (this needs to be highlighted)	
7	Parents / carers are to be informed	

When recording the physical interventions and/or restraint on the database it is recommended to staff that the answers to the following questions are included as part of the record:

- "Why was approach used / physical contact in the best interest of the child?"
- "Did I consider the risks?"
- "Did I make a reasonable decision?"

Further help for staff can be found in Guidance 1 and Guidance 2 attached to this policy. These incidents will be monitored by the behaviour intervention leader and senior management staff. If there are ongoing difficulties which cannot be solved internally, outside professional help will be sought and a full report submitted to the Board of Trustees.

Person Centred Support Plan (PCSP)

When a physical intervention has been used for a child and recorded on sleuth more than once, a discussion will take place between the teacher and team leader and a PCSP will be written. The PCSP will highlight prevention strategies, de-escalation techniques, and responsive strategies specific to the needs of the child. If a physical intervention is required, a restrictive intervention plan will also need to be written and a risk assessment put in place. The parents will be involved in a discussion regarding the plan and will need to be in agreement. The plan will be read and signed by parents and all members of staff within the class. They will be reviewed at least twice a year and any changes made will be explained to parents.

Working together:

Be as prepared as possible by:

- Knowing the triggers that can set off challenging behaviour in an individual.
- Knowing the likely pattern of an incident in cases where challenges are occurring regularly.
- Know how a colleague may have successfully dealt with a difficult situation.
- Discussing and rehearsing how help and support will be given.
- Staff teams should provide an environment where order, calm, discipline and respect have the greatest opportunity to prevail. This includes issues of classroom management and flexibility within agreed routines.
- Regular meetings between class teams, Parents/Carers and members of clinical services should take place in order to discuss behavioural issues such as incidents, crises, medical changes and social aspects.
- Aim to share good practice concerning the management of behaviour with all relevant parties.

Conclusion:

The school recognises that challenging behaviour raises many issues of an emotive and subjective nature. It is important, therefore to apply these guidelines in a consistent way, in order to create positive outcomes to difficult situations that occur within all aspects of the school day.

Monitoring and Review

This policy will be reviewed annually and during the review the following criteria will be applied:

- How the stated aims have been met
- How the policy supports each entity in the School including the teachers, pupils and curriculum

Policy Date March 2019

Date for review March 2020

The public sector equality duty of the Equality Act 2010 has been considered in the writing of this policy. A Discrimination Impact Assessment concludes that through this policy The Trust seeks to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act.***
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.***
 - Foster good relations between people who share a protected characteristic and those who do not.***
- Protected Characteristics: age, disability, gender, gender identity, race, religion or belief, and sexual orientation.***

APPENDIX A

RULES, REWARDS & SANCTIONS

DANECOURT SCHOOL

The School has four key behavioural expectations which form a guideline for pupils and staff as to what is acceptable behaviour. These 'rules' reflect a positive approach and form the basis for our whole school Positive Behaviour Intervention Strategy (PBIS). The four rules form the word 'STAR' and are explicitly taught across the different areas of the school using the attached teaching matrix.

- Show kindness
- Take responsibility
- Act safely
- Respect everyone

Pupils are reinforced across the school for demonstrating behaviours which relate to the four behavioural expectations listed above with STAR tokens. All staff and visitors have access to custom designed red tokens which earn the child a 'star' to contribute to class targets. Each class set their own 'star goal' to earn a rewarding activity for the whole class to enjoy.

A reward/positive reinforcer is something we like. As most of us like many things, there is an enormous number of rewards that work for us. However, as we are all unique individuals, the rewards to which one person responds are not always the same as those for another person.

Different people find different things rewarding and this is no different when we are referring to the pupils within our school.

When we behave in a certain way and as a consequence are given something we like, then our behaviour has been reinforced. If we are reinforced, we are more likely to behave in the same way again.

Conversely if we are not reinforced, then we are less likely to behave in the same way. For example: if we spend time preparing a meal for our partner and he/she does not say thank you we do not feel appreciated and therefore are less motivated to do it again.

Research shows that people learn more effectively and enjoyably when the emphasis is on reinforcement.

Pupils are also positively rewarded through a variety of methods with respect for the pupils own level and targets. These opportunities include:

- Praise
- Supportive marking
- Individual systems e.g. 'Let's make a deal', 'Working for'
- Accessing motivating activities
- Class systems of points and stars
- Stickers
- A visit to another teacher
- Super Stars assembly (FS2/KS1)
- Receiving a certificate during celebration assembly
- Visit to the Head teacher/Deputy Headteacher
- 'Catch me being good and Chance cards'

In the first instance we need to find out what is rewarding for the pupils with whom we work. In order to establish this, a reward assessment can be undertaken. This can take the form of observation, discussion with Parents/Carers/carers that know the pupil/young person well.

Although we respond to social praise and ideally we would like our pupils to follow suit this is very often not the case.

Most young people with SLD do not respond to praise and alternative methods may be needed to motivate them to learn and acquire new skills. Usually these would be extrinsic tangible rewards e.g. twiddle's or time on the computer etc.

We can establish what rewards work for each individual by the following;

- Knowledge and experience of the pupil/young person.
- Giving the pupil/young person a choice. (Multiple choice)
- Testing rewards one after another (Sequential sampling).

Using Extrinsic rewards:

Extrinsic rewards can be easy or difficult to use. Social rewards are easy because they are given immediately and do not last a long time. Rewards may be difficult because we cannot give them immediately e.g. a visit to the shops or because we cannot stop them easily e.g. a child may chew on a sweet for a long time. Sometimes we may use difficult rewards as they may be the only ones to which the students respond.

Three Rules

When working with pupils/young people with SLD it is important to give rewards **immediately, enthusiastically and consistently.**

If we delay the reward, then we may inadvertently be rewarding another behaviour and the pupil/young person will not associate the reward with the task and consequently may be less likely to work again.

Easy rewards:

These are rewards that do not take much effort to give. Social rewards such as saying 'good lass', smiling clapping etc.

The above can be strong when given with enthusiasm, they can easily be given following every correct behaviour, they can easily get the pupil's attention and they disappear quickly.

Difficult rewards:

These are rewards that are difficult to give immediately and to coordinate with teaching e.g. letting a pupil/young person go out to play or going to the shops.

Some rewards are difficult to end, for example a pupil/young person may not want to stop playing with a toy that has been given as a reward and so it is possible that too much time will be spent with the reward and not enough time working on the task.

Nevertheless, it is often necessary to use a difficult reward as it may be the only one to which the pupil/young person responds.

Use of edible rewards:

Many pupils/young people with SLD do not respond to the usual extrinsic rewards and we therefore need to be more creative and innovative. Some pupils may not respond to any extrinsic rewards other than a food reward. Edible rewards should be used with caution and only if there are no other rewards that the young person responds to.

Food is used for very few people and should always be paired with other rewards in order to facilitate overtime fading of the edible rewards. The aim ultimately would be for the pupil/young person to respond to more social rewards.

Pairing:

If something is not rewarding, for example social praise, we can set about making it a reward.

This can be done by pairing something we know is a reward with something we want to make into a reward. To do this we present the known reward after the one which we want to make into a reward e.g. Pairing a social reward (verbal praise) with a drink (extrinsic reward).

Over time and after constant repetition the aim is that the extrinsic reward can be faded and no longer becomes necessary as the intrinsic reward is sufficient to motivate the pupil/young person.

Often our pupils will learn to respond to a mixture of extrinsic and intrinsic rewards. With our most complex pupils it can often be the case that they will never respond to social praise and we will need to continue using extrinsic rewards.

However, care is taken to distribute rewards fairly and meaningfully through monitoring by the senior teachers. Care is taken to avoid creating groups of children who are seen as good and those that are not.

When behaviour breaches the accepted rules a positive reminder is usually given to encourage the appropriate behaviour e.g. "Good walking!".

Behaviour that is not moderated may be the focus of a number of possible sanctions which include:

- A calm verbal reprimand to group or individual
- A period of withdrawal to another area within the class
- A period of withdrawal from class supervised by TA
- Re-teaching of the behavioural expectations
- A period of withdrawal to another class group.
- Loss of privileges (e.g. Class monitor)
- Staying in class at breaktime (this should have a clear focus i.e. "finish work then break")
- Removal to the Head or Deputy

These sanctions need to be applied professionally, fairly and objectively and should not try and achieve unrealistic expectations with a focus on re-teaching and supporting appropriate behaviour. It must be remembered that strategies used for one pupil may not work for others, or indeed for the same pupil on a different day, but that a consistent approach for one child is best used by every adult involved.

Punitive sanctions or aversion should not be used:

- No hitting / shouting
- Making racial / sexist or derogatory remarks
- This includes threats, withholding food or drink when this is part of their lunch

Deprivation of activities such as PE, games, swimming for health and safety reasons should be considered as a last resort as they form part of the curriculum. Food and water should never be withheld although they may be delayed until behaviour that will prevent them accessing them reduces to an acceptable level.

Any period of withdrawal, either directed by a member of staff or child initiated (e.g. running from class) should be monitored and durations noted by the observing adult.

At no time should a pupil be left unsupervised, this includes outside classrooms and in calm rooms/spaces. In addition, pupils who are required to stay in during playtimes should not be asked to do "**extra maths**" or "**extra writing**" as this promotes a negative image of academic work.

Serious misbehaviour may require the following sanctions:

- Loss of privileges including enjoyable curricular areas (again it should be clear the expectations for recovery e.g. following a pupil throwing resources around they may be told "When we finish tidying up we can go to PE")
- Letter or phone call to parents
- Exclusion as laid down in DFEE circular 10/99

In addition, where a serious behavioural difficulties occur which does not respond to normal reward/sanction intervention a **significant incident** may result (See section 11)

Whenever deciding a sanction, the cognitive level of functioning of the pupil/young person needs to be taken into consideration.

In extreme circumstances consideration of a period of exclusion may be necessary. Any use of rewards /sanctions must be identified within the pupils PBIS

Reparation/sanctions need to be carried through within the school day and not to be carried out in their home environment.

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