



Positive Relationship And Behaviour Management Policy

Version 1:02

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Enjoy, Learn, Master, Succeed

At Elms School, we have high expectations of all learners and aim to support them with their social and emotional development as well as their learning needs. We want them to enjoy learning, thrive and become happy, productive members of an evolving British society.

Our broad and balanced curriculum is relevant, engaging and provides opportunities to achieve academic success as well as equipping them with skills for life. Our highly trained staff provide bespoke therapeutic interventions, such as Thrive, to target developmental gaps and enable learners to manage their behaviour and regulate their emotions so that they can form meaningful relationships throughout their lives. We also use Restorative Approaches to build and maintain a sense of community and to provide our learners with the ability and attitude to respect the viewpoints of others and, when necessary, take responsibility for resolving conflict and putting things right.

All learners at Elms School have an EHCP/Statement for Behaviour and Learning (BESD/SEMH plus Learning Difficulties): consequently, a vital part of the school's role is to support learners in learning how to manage and modify their emotions and subsequent behaviour. We believe **Restorative Approaches** is a fundamental component in helping the School Community achieve this aim. Restorative Approaches offer a framework that enables young people to develop their social and communication skills. In addition to this, we are adopting the **Thrive approach** which supports learners with their emotional health and wellbeing. Thrive identifies developmental gaps that interrupt learning and creates an action plan to meet the identified needs.

Our Policy:

- Aims to articulate the central values, rights and responsibilities which underpin the management and development of student behaviour within our school.
- Is written in the belief that an understanding, shared throughout the school, of principles, procedures and practices, is the most effective method of achieving a united school community of which all its members can be proud.
- Incorporates the requirements of the Prevent Duty into this and other policies.
- Reflects the SMSC agenda and promotes British Values.

In order to promote the success of this policy, the school will endeavour to ensure an effective partnership between adults at home and at school. The policy will be applicable in school, on school trips and, where appropriate, when learners are representative of the school in their journey to and from school.

The Policy will rely on the Principles of Restorative Justice, which :



Focus on harm caused by the wrong-doer and actively seek ways of repairing that harm.



Help create dialogue and communication.



Are fair, open, and honest; treating all participants with respect.



Allow all participants to engage, learn and gain a shared understanding, within a safe environment.



Encourage accepting responsibility, reparation, reintegration, restoration, and behavioural (and cultural) change.



Provide opportunities for participants to openly state their views, listen to others and acknowledge their views.

All learners will be assessed using the Thrive online assessment tool which identifies developmental gaps and provides activities and resources to address the needs of individuals.

RIGHTS AND RESPONSIBILITIES

The School council represents the views of all learners and they have worked together to produce a Code of conduct (Appendix 1):



We will do our best at all times.



We will welcome everyone.



We will be polite and respectful towards everyone.



We will look after our school and everyone and everything in it.



We will only bring things into school that we are allowed to have.

During the establishment phase, tutors should explicitly teach the Code of Conduct and make clear the high expectations we have of our learners. Tutors also outline our commitment to learners:



I will be on time for your lessons



I will prepare interesting lessons that meet your needs and ability.



I will listen to your concerns and act on them to the best of my ability.



I will provide regular feedback so you know how to improve your work.

The Code of Conduct should be referred to throughout the day as appropriate to remind learners of the standard of behaviour that we expect of them and that they have formulated and agreed themselves.

TEACHING AND LEARNING

Through regular meetings, both informal and formal, learners who are identified with more challenging behaviour are provided with additional support and/or changes to curriculum or provision with the focus ultimately on reintegrating the learner as soon as possible back into the learning environment. Through the restorative process, the school aims to support these young people, helping them to understand their behaviour, the effect it has on their learning and that of others.

ROLES AND RESPONSIBILITIES

The promotion of positive behaviour is the responsibility of the school community as a whole.

The Governing Body, Headteacher and Staff are responsible for ensuring that all aspects of the school's Positive Relationship Policy and its application promote equality for all learners. The roles include:



The **Governing Body** supporting and promoting the principles underlying the school's Behaviour Policy.



The **Headteacher** and **Leadership Team** in framing and establishing an environment that encourage positive behaviour and regular attendance.



The Elms School **Behaviour Team** (BT) provides ongoing support and training for all staff around behaviour management and restorative practice; additionally, the BT co-ordinates the formal conferencing process and the teams of conference facilitators and peer mediators. The BT holds regular surgeries to offer support to staff who may be struggling with particular aspects of behaviour management.



All staff in ensuring that the policy is consistently and fairly applied and that learners are taught how to behave well.



Learners who are able to behave in a way that promotes the learning of all in the community.



Parents and carers in taking responsibility for their child's behaviour inside and outside the school to maintain high standards of behaviour.

THE USE OF RESTORATIVE APPROACHES AT ELMS SCHOOL

The approach will require all staff working with our learners to be aware of the principles and language of Restorative Justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the school community. The principles and use of Restorative Approaches will be a regular feature in the school's

Induction and Continuing Professional Development programme, both at the beginning of the school year and where appropriate at other times.

In addition to this, a team of trained staff will use the model to resolve more difficult problems in a formal and structured manner. These staff have been trained to apply Restorative Approaches to conferences with the “Wrong-doer and the Harmed”, with the aim of creating restoration and reparation between those involved. (See Appendix 2).

Similarly, the school will maintain a team of learners who are trained to resolve low-level conflict amongst peers.

The Restorative Questions:



What happened?



What were you feeling / thinking at the time?



What do you think / feel about it now?



Who has been affected by what has happened?



In what way?



What impact has this incident had on you and on others?



What has been the hardest thing for you?



What do you think needs to happen to make things right?



What do we need to do make sure this doesn't happen again?

The questions are neutral and non-judgemental, they are about the wrong-doer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

REWARDS AND SANCTIONS

In general, the School believes that rewards are much more effective than punishment in encouraging and motivating learners and should be used as a proactive incentive for success. Likewise, wherever possible Restorative Interventions should initially be used in preference to sanctions to manage inappropriate behaviour; where this is not possible or where it has failed, an appropriate sanction may be negotiated or applied.

The Reward System at Elms is designed to target learning, behaviour, and attendance and has been refined over a long period and, at whole-school level, includes A-stars, bonus points for secondary learners and 'catch-me-cards' for Primary learners and the weekly merit points system with a reward for those achieving a Gold award, a weekly 'treasure box' for use in tutor groups, a fortnightly "Golden Time" for those with ten points and a range of end-of-term rewards and a whole-school end-of-year reward. **SIMS** can be used to record 'positive incidents' and generate letters/postcards to notify parents and carers. See **Whole School Reward Policy** (Appendix 4) for further detail, plus Appendix 5, the Credit sheet.

FRESH START

Pupils are always given a "fresh start" following an incident. If a pupil has had some time out of class, on their return the protocols listed in Appendix 3 should be observed. The fresh start approach is always used following a formal sanction such as a detention.

SANCTIONS

Consistent with the school's ethos of supporting learners rather than blaming and punishing, excessive and/or 'knee-jerk' reliance on sanctions is to be avoided; instead, sanctions, escalating in nature, need to be used proportionately, flexibly and creatively to respond to each individual and the specific situation and only after suitable reflection, discussion and negotiation as necessary has taken place. For example, a child who has caused

damage to the building might better take part in a restorative meeting with the Site Manager and/or literally repair the damage by removing graffiti or similar. Furthermore, where a more traditional sanction, such as a detention (see below), is unavoidable, staff should take every opportunity to ensure this becomes part of a restorative process through guided discussion/exploration of negative actions and their impacts on others in the school community (or beyond), the development of contracts (with or without any other participants in the conflict), or simply the use of circles to build skills and promote strategies for positive behaviour.

Occasionally, negative behaviours may be of a degree such that despite all attempts to use the restorative approach it may be necessary for the young person to receive a more traditional sanction, for example, a fixed-term exclusion. The choice of sanction should be determined by the extent and impact of the inappropriate behaviour.

It is a requirement that staff record all serious incidents of unacceptable behaviour using **SIMS**, the school's behaviour tracking software; individual incident reports also include a record of what members of staff have done to address the poor behaviour so that learners can modify and improve it; to this end, **SIMS** has been configured to include both restorative responses as well as more traditional sanctions.

Detentions

We expect all learners to be in all in lessons. If a learner misses a lesson and refuses to participate, we use the staged approach:

STEP 1 – learner stays in during break to complete the work

STEP 2 – learner stays in during lunch break to complete the work

STEP 3 – learner stays behind after school to complete the work.

We expect learners to remain onsite and to stay off the roof. If a learner absconds from the site or goes onto the roof, they will lose a break time. There should be a restorative chat with the learner to emphasise the danger of what they have done and to help them change their behaviour in future. (Appendix 6)

Daily Report

If a learner has shown that they cannot be trusted to behave outside appropriately at break time, for example, smoking or failing to return to lessons after break ends, they may be put "on report" for an agreed period of time. Parents should be informed if a child is on report so that they can reinforce the expectations. While on report, a learner should collect a tutor's signature at the end of each session, including tutor time, to indicate both presence in class and satisfactory behaviour. The learner needs to collect a total number of signatures agreed in advance before they can come "off" report. The day has been divided into 12 sections and the learner will need 12 – 60 signatures, as decided by SLT.

The decision to issue a detention or report sheet must be agreed by SLT. (**Appendix 7**).

Exclusions

Step 1: For some misdemeanours it may be appropriate for a learner to be excluded from the rest of the class for a period of time. This may take the form of an "internal" or External, fixed-term exclusion. Internal exclusions can take place immediately and allow the learner to have some reflection time while they work in isolation with 1:1 supervision. Work is provided for the learner. Internal exclusions may be appropriate for persistent, low-level disruption or refusal to work in lessons or in instances where there has been an altercation with another learner, to allow for a period of "cooling off."

Step 2: If a learner has assaulted someone or caused significant deliberate damage, parents/carers will be contacted and asked to keep their child at home to enable them to reflect on their behaviour the next day and EITHER ensure that they are available to enable a tutor from Elms School to visit the home and teach the learner for 1 – 2 hours OR if they have transport, they may prefer to keep the learner at home during the day and bring them to school at 3.30 for an hour's tuition. In this way, the parent/carer can work together with the school to help improve the child's behaviour.

Step 3: if a learner has been through steps 1 and 2 above, an official, fixed-term exclusion may be issued by the HT or DHT in the Head's absence. Work will be sent home, along with a copy of the standard, LA-approved letter explaining the reason for the exclusion plus the process for reintegration. In line with the general use of Restorative Approaches at Elms School, learners returning from a fixed-term exclusion will be expected to participate in a Restorative Reintegration Meeting with their parent/ carer.

USE OF REASONABLE FORCE

In routine circumstances staff should refrain from using force; however, it is important that staff are fully aware of the legislation and guidance provided by the DfE regarding the circumstances when reasonable force could be used by a member of staff, what is acceptable, and what a member of staff should consider before they intervene in a particular situation. As part and parcel of this, staff need to be aware of and act in accordance with any **Positive Handling Plans** (risk assessments) for individual learners.

It is important that staff should ensure that they have exhausted all other options and are confident they could justify and explain their use of force before making a physical intervention. In short, it is the final option and should be avoided unless there is no other reasonable alternative open.

Detailed guidance regarding the Use of Reasonable Force is to be found in the school's **Physical Intervention Policy**. All staff are **Team Teach** trained as soon as possible after appointment.

All physical interventions that constitute some form of restraint should be recorded in the Bound and Numbered book before the end of the school day. Such incidents should also be noted on SIMS, with the detail recorded in the Bound book. The Bound book is monitored by the HT and a governor and is discussed at the weekly behaviour meeting.

INVOLVEMENT OF PARENTS AND CARERS

The involvement of parents/carers is, of course, a key ingredient to successful outcomes for learners: to promote this class tutors are expected to make use of standard home-school contact arrangements including contact books and regular weekly phone calls (or emails) to exchange information, build relationships, and routinely communicate both positive news and achievements as well as behavioural and academic issues as and when necessary.

Parents/carers of learners causing particular concern should be contacted at the earliest appropriate stage to discuss strategies and support for the individual student. This will vary from child to child and, as such, no hard and fast rules govern the point at which contact of this type is necessary.

Parents/carers of learners at risk of exclusion because of persistent poor behaviour will be actively involved in the development of individual Pastoral Support Programmes (PSPs). The PSP will have specific targets and identify behaviours that need to be reduced and improved. PSPs should be reviewed regularly by the member or members of staff responsible (usually the Senior Leadership Team).

INVOLVEMENT OF OUTSIDE AGENCIES

From time to time, we may enlist support from outside agencies such as the Police service to educate and inform learners about potentially risky behaviours such as fire-starting, using illegal drugs and carrying and using offensive weapons. This will be carried out in a sensitive manner in line with the school's PSHE curriculum. We will also offer services such as CHATTS (Counselling Service) as required.

CONFISCATION

All staff should consider the following criteria when deciding whether to confiscate an item from a student

- An item poses a *threat to others*: for example, a laser pen is being used to distract and possibly harm other learners or staff;
- An item poses a *threat to good order* for learning: for example, a learner uses a personal music-player in class during lesson time;
- An item is *against school uniform rules*: for example, a learner refuses to take off an outdoor coat on entering a classroom;
- An item poses a *health or safety threat*: for example, a learner wearing large ornate rings in PE may present a safety threat to other learners;
- An item which is *counter to the ethos of the school*: for example, material which might cause tension between one community and another;
- An item which is *illegal for a child to have*: for example, racist or pornographic material. Protocols for how to deal with such items can be agreed with local police. This list includes tobacco, e-cigarettes, alcohol and drugs.

- Following advice from the Police we have decided that any child bringing a weapon to school will be sent home and an exclusion will follow.

Learners have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned, unless they are illegal. For items of obvious value, staff will ensure appropriate storage arrangements (for example, in a locked cupboard or in the school safe). All reasonable steps should be taken to make such arrangements secure

Most **mobile phones and other electronic devices** contain the capability to take pictures and upload them to the internet/social media sites. Because some of our pupils should not have their photograph taken and distributed, it is the school's policy to discourage pupils from bringing these devices to school. However, it is recognised that pupils may wish to listen to music en route to school in their taxi. Therefore, if a pupil brings a mobile phone or other electronic device to school **they are required to hand it to their form tutor in the morning**. It will be stored in a safe and returned at the end of the school day. If a pupil refuses to hand in their phone, it will be confiscated and the parent or carer will be asked to come to school to collect it.

CONSULTATION

To be fully effective the Positive Relationship (Behaviour) Policy needs support from the whole school community. Any proposed changes to the school's policy will be discussed by the Leadership Team and the Governing Body and shared with all staff and learners as appropriate.

MONITORING AND EVALUATION

The School will regularly audit the effectiveness of the Positive Relationship Policy including regular analysis of data provided by **SIMS**. This will inform the **School Development Plan** and lead to identification of targeted training for staff implementing the policy. The audit will consider effectiveness of support, including the use of exclusion, sanctions and Restorative Justice.

APPENDICES:

1. **School Code of Conduct**
2. **Staff trained to facilitate Restorative conferences**
3. **Scripts for managed return to class following an incident**
4. **Reward system**
5. **Weekly credit sheet**
6. **Reflection sheet**
7. **Learner report sheet**
8. **Elms School credit awards**

Our Code of conduct



We will do our best at all times.



We will welcome everyone.



We will be polite and respectful towards everyone.



We will look after our school and everyone and everything in it.



We will only bring things into school that we are allowed to have.

APPENDIX 2: Staff trained to facilitate conferences

As of September 2016

Sean Mohan

Karen Biggs

Andy Bennett

Ryaeden Fernell

Sam McNamara

Grant Bagley

Juli Timoney

Shonna Muir

Thalia Francis

Sam Phillips

Sue Hamilton

Emily Mount

Sarah Tatnell

Tina Bristow

Tracy Lott

APPENDIX 3: Scripts for managed return to class

- On return to class, learners are given a fresh start.
- Apologies are not demanded.
- Staff use an agreed script to help learners return successfully.
- E.g. "We have talked about the incident and X would like to come back to work now."
- This indicates to the teacher that no discussion is needed at this time and the learner should be allowed to return quietly to work.
- Or "We have talked about it and X would like to talk to you when possible."
- Or "X and I would like to talk with you later if possible."
- After an incident, all staff aim to repair and rebuild relationships as soon as possible.



APPENDIX 4: Elms School Reward System.

The reward system has had a positive effect on behaviour and has also been proved to be a valuable tool for behaviour management strategies, for the majority of learners that attend Elms School.

Staff are involved in the model and implementation of the reward system. Learners voice their opinions and ideas. Feedback is given to learners by staff. The reward system allows all learners to achieve within the learning and social environment of the school. This means that staff can encourage learners as individuals and as a group to reach their maximum social, educational or behavioural potential.

The reward system that the school provides to its learners includes a number of different rewards strategies to meet their individual needs:

“**Catch Me Cards**” are available to the primary learners of the school, as an instant recognition of positive behaviour. The card system is used for exceptional behaviour that stands out to the staff at the school. When a learner receives a “Catch Me Card”, this then goes into a tombola that is held and drawn in front of the whole school, at a Celebration Assembly that is held on a Friday morning. The learner who is drawn is awarded a coloured wristband and is entitled to 3 free items from the tuck shop. This then re affirms to learners and staff the importance of the cards scheme that the school has to offer to its learners as a part of its Reward System. Secondary learners are awarded bonus points instead of Catch Me Cards.

The Reward System also encourages all classes to provide the class with a **treasure chest** that contains rewards that have been discussed by the class tutor and assigned support staff. So therefore the rewards are catering for each class member’s personal interest. The purpose of the treasure chest is for an instant reward scheme that can be used for behaviour and learning.

The school reward system also has a weekly **credit system** for both primary and secondary phases of the school:

Each lesson, learners can be awarded up to 5 points for their combined effort and behaviour. At the end of the week, points are totalled and certificates presented in Assembly by tutors using the school’s agreed points system.

The points need to be awarded in a consistent manner and the suggestion is as follows:

0 points: for not being in the lesson or for leaving the lesson and failing to return within 5 minutes. If a learner is persistently disruptive and the behaviour requires recording on Sleuth, the lesson should be scored 0 unless there is a good reason to award any points.

1 point: for being in the lesson and not being disruptive. Some work is completed but little effort made.

2 points: for completing work and having acceptable behaviour and effort. This is the Bronze level of award.

3 points: Silver level, the student has made considerable effort to manage their behaviour and language and to complete their work.

4 points: gold level, the student has made a real effort with their behaviour and language and has participated well in the lesson. The student has been polite and helpful throughout the lesson.

5 points: A* award (gold plus), the student has behaved exceptionally well and has made exceptional effort with their work. This award needs to be given according to the usual standard from the student, so that if the tutor/TA feels they have made a real effort compared with their usual performance, an A* may be awarded. These awards should be awarded sparingly so that they are highly valued by learners and a cause for celebration.

At the end of the week, points are added and awards given as follows:

60 – 89 points (mainly Bronze) = Bronze certificate

90 – 119 points (mainly silver) = Silver certificate

120+ points (mainly gold) = Gold certificate. Learners will also been given a gold wristband to wear, which entitles them to go first in all queues for the day and to choose three items from the tuck shop.

House Points

House points may be awarded during sporting events and they link to the credit system. If a pupil achieves a bronze certificate they get one house point, a silver certificate gains three house points and a gold certificate gains five house points. In this way, pupils’ achievements benefit the whole team as well as individuals.

Learner of the Week

Learner of the Week is nominated by form tutors or Pastoral Support Managers and the learner is awarded a wristband and three items from the Tuck Shop. Learner of the week is a learner who has stood out for particularly helpful, polite or improved behaviour.

Golden Time

Each certificate will carry a points value: Bronze = 1, silver = 3, gold = 5. Once a learner has accrued 10 points, they will be eligible to participate in a Golden Time session that will run fortnightly. Primary and Secondary learners will have different activities on offer.

At the end of each mini term, the learner with the most overall points and the "most improved" learner will have the option of a trip out to the bowling alley or similar or a £5 gift voucher if they do not want to go on the trip.

Subject Awards

There is a weekly subject celebration assembly in both Primary and Secondary phase, whereby teachers nominate a pupil who has excelled in that subject for that week. A copy of the award goes home to parents.

Achievements Day

A trophy will be presented to the learner with overall most points and also one for the most improved at the end of the school year.

The school reward system is an integral part of the Restorative Justice Approach and is dependent upon enthusiasm and commitment from both staff and learners. The Friday whole school assemblies enable good behaviour to be celebrated by all.

Appendix 6: Reflection Sheet

Name.....

Date.....

1. What did I do to end up in the Inclusion Room? Which of our School Rules in our Code of Conduct did I break?

2. Is this a fair consequence for my behaviour?

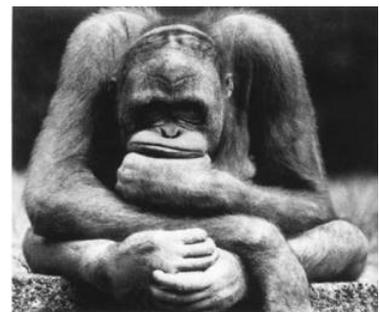
3. What can I do to repair the situation and put things right?

4. Who can help me with this?

5. Thinking about the future, what can I do to make sure that I don't spend more time in the Inclusion Room?



Signed



APPENDIX 7: Learner Report sheet

Elms School Learner Report Sheet

Please sign in the indicated box if the learner's behaviour has been acceptable or put a X if it has not.

Name of Learner:

Target: Positive sessions

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor time					
Lesson 1					
Lesson 2					
Break					
Lesson 3					
Lesson 4					
Lunch time					
Tutor time					
Lesson 5					
Lesson 6					
Tutor time					
Daily total					



Elms School Credit System

Every lesson you can score points for your effort and behaviour. Each lesson is a fresh start! This is how you earn points:

0 points: if you do not go into the lesson or if you leave the lesson and do not return after 5 minutes, you will get zero or if your behaviour is disruptive in the lesson you might get zero. If you get zero, you must stay in at break time and catch up on work missed.

1 point: if you are in the lesson and do some work but you don't make much effort, you will get one point.

2 points: this is the basic score for a lesson where you complete your work and your behaviour and effort are OK.

3 points: If you make an effort to work and behave well and contribute in class to discussions, you will get three points.

4 points: if you make a special effort with your work and behaviour you will get four points. You need to be polite, helpful and work very hard for this award!

5 points: This is the A* award which shows that you have made an extra special effort in that lesson. Your behaviour was perfect and you contributed well and you produced some fantastic work! A* awards are rare.

At the end of the week you may get a certificate:

60 – 89 points = bronze award

90 – 119 points = silver award

120+ points = gold award, with a wristband that entitles you to free tuck at break time.