



Positive Relationship And Behaviour Management Policy

Version 1:03

Date Released: 10 July 2017

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 that 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 **Pupil Support Team (PST)** provides ongoing support and training for all staff around behaviour management and restorative practice; additionally, the PST co-ordinates the formal conferencing process and the teams of conference facilitators and peer mediators. The PST 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).

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 applied.

The Reward System at Elms is designed to target learning, behaviour, and attendance and has been revised in full consultation with the School Council, so that Pupil Voice is the focus. Similarly, the learners have written their own "consequences" charter, which lists undesirable behaviours plus a two-step approach to reducing the negative behaviours. **SIMS** can be used to record 'positive incidents' and generate letters/postcards to notify parents and carers. See **Elms School Reward and Consequences Charter** (Appendix 4) for further detail, plus Appendix 5, the Credit sheet.

If a learner's behaviour is persistently disruptive, the tutor may decide to put them on report for a period of time. Pupils on report are required to collect a selected number of signatures from tutors agreeing that the behaviour has been acceptable during a lesson. Appendix 7 illustrates the report sheet.

The decision to implement a fixed-term exclusion is never taken lightly and only the Headteacher or, in her absence, the DHT, can make this decision. Parents are expected to bring their child into school following an exclusion for a reintegration meeting with members of the SLT to ensure that expectations are made clear and to use Restorative Approaches to repair any wrong done to an individual.

FRESH START

Learners 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.

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.

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.

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 learner:

- 🔔 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 learners should not have their photograph taken and distributed, it is the school's policy to discourage them from bringing these devices to school. However, it is recognised that learners may wish to listen to music en route to school in their taxi. Therefore, if a learner 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 learner 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. **Learner report sheet**
7. **Policy for managing pupils absconding from the school site.**

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 July 2017

Sean Mohan

Karen Biggs

Andy Bennett

Ryaeden Fernell

Sam McNamara

Juli Timoney

Shonna Muir

Thalia Francis

Sam Phillips

Sue Hamilton

Emily Mount

Sarah Tatnell

Tina Bristow

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 Rewards and Consequences Charter

We expect all learners to:

- Be in lessons
- Wear our uniform
- Be polite and respectful
- Hand in mobile phones and other devices each day
- Look after the school and each other
- Make a positive contribution to the school community
- Follow the Code of Conduct

Rewards

You can earn up to 24 credits per day if you behave really well and make an extra effort in all your lessons. The credit system works like this:

0 = out of lesson

1 = minimal effort with work and behaviour

2 = completed work and behaviour was acceptable: the "average" score expected

3 = extra effort made, super behaviour

4 = exceptional effort, fantastic behaviour throughout the lesson. This is really difficult to achieve!

At the end of the week, we add up your credits and give certificates in Celebration Assembly:

Gold = 100 points. Gold wristband awarded with entitlement to free break-time tuck. 5 House points awarded.

Silver = 75 – 99 points. 3 House Points awarded

Bronze = 50 – 74 points. 1 House Point awarded.

Points accumulation

Points mean prizes!! You can "cash in" your points each term if you have earned enough or you can save them for a "big" prize to spend in Amazon or similar:

5000 points = £100 voucher

3500 points = £50 voucher

2750 points = £25 voucher

2000 points = £10 voucher

Golden Time

When a learner has accumulated 10 points, they are entitled to "Golden Time" which involves a treat, such as watching a movie with popcorn or something chosen by the learners.

House Teams and rewards

House points to be awarded for good behaviour, kindly acts and "extra effort" in lessons. At the end of terms 2, 4 and 6, the winning house team chooses their reward: bowling, lunch out, party buffet at school, tobogganing etc. Everyone benefits from the teams.

Dining Hall Prize

The "best behaved" table of learners on each sitting will be awarded with free milkshake on Fridays, to be decided by SLT on advice from other staff. At the end of each term, the overall "best behaved" table will have some party food at lunch time.

Whole School Reward

Pupils can earn money each week by not damaging the school. At the end of Term 5, the amount of money is frozen and pays for a reward trip of the pupils' choice. However, if they have damaged the school, less or no money will go in. The maximum amount of money is £1 per head each week. There are two pots, one for Secondary and one for Primary phase.

Y11 privileges

Member of the Student Leadership Team, allowed to carry phones and other devices unless used inappropriately.

Behaviour we do not want and consequences

Behaviour	Consequence (Step 1)	Consequence (Step 2, persistent or severe offences)
Running in corridors	Reminders to walk	Pupil has to go back and walk
Swearing/inappropriate language	Reminders of appropriate language to use.	Phone call home.
Throwing food and drink in dining hall Disruptive behaviour in dining hall	Clear up mess, 1 – 2 day dining hall ban	Clear up mess, 3 – 5 day dining hall ban
Graffiti on walls/doors	Restore and repair	Detention to clean walls after school.
Kicking doors	Reminders of the damage caused by kicking, restorative approaches with site team	Work for one lesson in isolation
Not wearing uniform	Phone call home with request to bring uniform or wear uniform provided by school	Work in isolation for the day
Missing lessons	Attempt to engage pupil in lessons. After school making up lost work time.	After 2 detentions in one week, pupil has to work in isolation for 2 lessons
Swearing at staff or other pupils Spitting at staff or other pupils	Restorative Approaches to repair the harm done	Spend the morning working in isolation
Smoking	Phone call home plus one lesson in isolation and loss of break time.	Whole day working in isolation
Persistent, disruptive behaviour	On report until agreed number of signatures have been collected	Meeting with parents/carers, form tutor and SLT.
Going on the roof or offsite	After school detention	Meeting with parents/carers, form tutor and SLT. Whole day working in isolation
Damage to school/property Theft from school, staff, visitors or pupils	Parents/carers to be asked to pay a contribution towards repair or replacement. Restorative approaches, help site team to repair damage	Whole day working in isolation or Fixed Term Exclusion
Threatening behaviour Bullying Racist/sexist/homophobic comments or bullying	Restorative Approaches to repair the harm done	Whole day in isolation or Fixed Term Exclusion
Assault on staff or pupils (hurting with intent) Bringing alcohol, drugs or weapons to school	Fixed Term Exclusion/work in isolation for the whole day	Request for change of placement to another school

APPENDIX 6: 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					



All pupils attending Elms School are more vulnerable than those in mainstream schools due to their Special Educational Needs. They may lack basic road safety awareness or an awareness of the dangers of engaging with strangers. Many of our pupils live several miles from school and they may be unfamiliar with the surrounding area.

All pupils are expected to remain onsite unless they are taking part in a supervised, planned offsite activity. All offsite trips are appropriately risk-assessed and follow individual school policies. Pupils are made aware of the school boundaries and there are clear expectations that pupils must not go offsite without permission. The school boundary is clearly demarcated, however, it is not a "high security institution" and pupils are able to leave the site if they choose to do so. There are several reasons why pupils might leave the site, including going to the local shop, smoking, peer pressure to "run off," anxiety about something at school and avoidance of school.

In Elms School, our priority is always the safety of pupils and staff.

Principles

-  The SLT are responsible for all students and therefore will assume responsibility for procedures to be followed in the event of an absconding pupil.
-  All staff involved in any incident will be aware of the specific needs and behaviours of the student.
-  All students likely to engage in this behaviour will have a specific risk assessment/plan.
-  The student's welfare and safety will be the primary concern during any incident.
-  The school will manage the communication of information to parents and other professionals depending upon the dynamic risk assessment by the SLT.
-  The Local Authority will be informed when a child/children are missing as soon as possible and 'stood down' when child/children have been found. However, if a child is missing and it is past the usual "home time," the LA will be informed straightaway.

Procedures

-  The Senior Leadership Team must be alerted as soon as a child is reported as missing.
-  School staff will search the building and school grounds to confirm that pupil has left the site.
-  Once a child is confirmed as missing, the school will begin its own log, detailing all times and events.
-  A dynamic risk assessment will be carried out, taking into account the age, vulnerability and general ability of the child, as well as the likely reason for the absconson and where they may have gone.
-  Parents/carers and, if appropriate other agencies i.e. Social Services will be informed and updated regularly.



The decision as to when or whether to inform the Police and Local Authority will vary, depending on the age, vulnerability and general ability of the child. The decision to inform the Police and Local Authority will usually be made in consultation with parents/carers. However, if they cannot be contacted on the day the school will inform the Police and Local Authority, usually be within half an hour of losing sight of pupils.



The school will send members of staff to track pupils from a safe distance that does not make them run into danger such as a busy road. Staff will carry mobile phones and they will be aware of basic information about the child, such as medical conditions. The school will often deploy school vehicles to search for pupils.



The decision as to whether to try to engage with pupils who are in sight will depend on the individual risk assessment and knowledge of the individual pupils.



If children return to school or are brought back by staff, parents will be informed straightway. If the Police have been called, they will be told when children are found. The school is under no legal obligation to remain open beyond the normal closure time. Once parents/carers/Police have been informed, the Headteacher may close the school at the normal closure time.



The school will decide on the follow-up action according to the individual situation. The school may decide to impose a sanction or they may feel that a supportive approach is the best option. Parents and carers will be encouraged to be part of this process. Please see the Elms School Rewards and Consequences Charter for further details.



Following pupils being found a further risk assessment will be completed to assist the School in reviewing practice, procedures, health and safety and the pupil's behaviour. If the pupil has absconded previously then this is potentially a behaviour issue and so consideration should be given to a revised behaviour plan to be agreed and signed by parents, child and School