

Positive Behaviour Policy

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Ratified by:	Sarah Naylor
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Revision History:

Version	Date	Author	Summary of Changes:
1	March 23	Amanda Harrison	Only include the last 2-3 years of version history here.
2	April 25	Amanda Harrison	Amendment of accessibility for families, including current practices and training.
Earlier version history is available on request.			

Positive Behaviour Policy

Committed to driving forward a culture of Positive Behaviour Support.

Introduction

Our Philosophy:

Netherhall Mead Academy has a strong ethos of respect for all pupils, staff and families.

We are committed to making Netherhall Mead Academy a place where everyone is positively supported to become the best that they can be. This is very evident in the calm and caring atmosphere within the school and the positive relationships between all members of the school community.

At all times we seek to maximise access to learning opportunities for every pupil. We support behaviour to promote learning.

Central to this is positive behaviour support (PBS) systems and our understanding that behaviour is communication. It is our responsibility to find out what is being communicated and how we can best support.

The clues to successful Positive Behavioural Support are to be found in the pupil themselves, one size of behaviour support does not fit all. It is vitally important that we adopt a personalised approach through knowledge of each of the pupils needs, this includes:

- Condition/medical diagnosis
- Context and personal history
- Triggers and vulnerabilities
- Physical and sensory needs
- Motivators
- Co and self-regulating strategies
- Total communication support
- Risk Reduction Plans

It is better to predict and plan than to find and fix.

Our partnership with families is a crucial part of successful behaviour support for all our pupils- we have so much to learn from each other. We value the day-to-day communication through class home/schoolbooks, emails, telephone calls and face to face conversations.

We offer a support network through family PBS groups and workshops, our aim being to develop an active network for families to offer support and grow friendships (which is often very difficult as Netherhall Mead Academy does not have the regular school gate culture of other schools). We truly believe that the relationship that we have with families is the foundation for successful PBS and that this in turn shapes the building blocks into adulthood and life beyond school.

Our values:

All staff promote our school values to create a safe and nurturing community.

Be Kind	Be Safe	Be Honest	Be Brave	Grow Together
How we talk, listen and value ourselves and each other.	How we protect and nurture each other and our environment.	How we speak about feelings.	How we address and solve problems	A place to shine

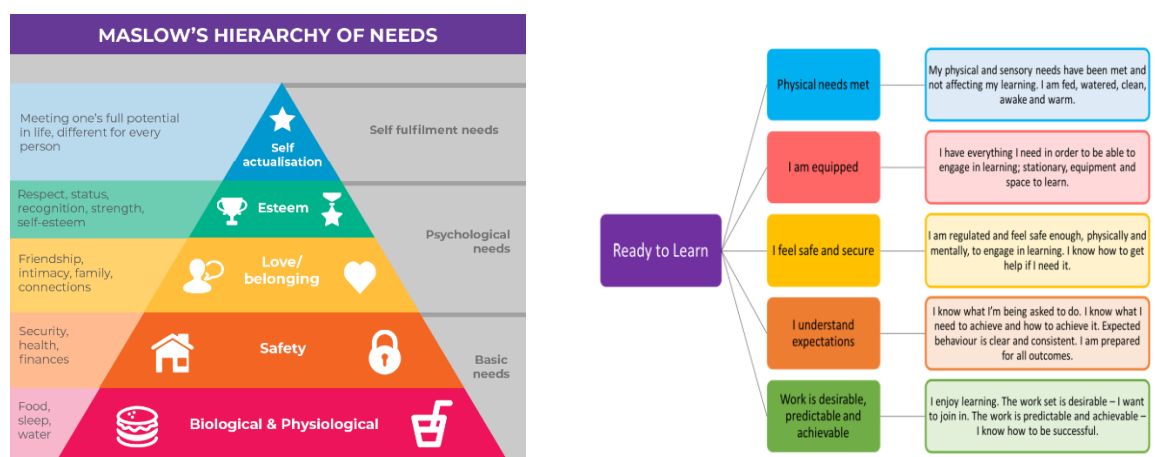
Pupils at Netherhall Academy will be valued and treated as individuals by staff who will:-

- consistently provide the best care possible for them as individuals
- model and build positive relationships
- communicate respectfully using pupils' names, not characteristics, and make their time at school a fun, enjoyable and satisfying experience
- encourage them to participate fully in learning and the life of the school giving them enough time to understand, take part and speak for themselves with the support of a total communication environment
- support and encourage all pupils and young people to value and respect each other as individuals and demonstrate this in all their social and personal interactions
- value and celebrate the multi-cultural and multi-faith diversity of our society and particularly the cultural and religious diversity of the individual pupils, families and staff at Netherhall Mead Academy

The Personalised Approach

For our pupils to access learning we must ensure that their basic and psychological needs are met.

Maslow's pyramid of needs is a grounding model that we use in everyday practice from a soft landing in the morning to building secure attachments.



Cultivating a positive behaviour and learning culture.

The foundation of positive behaviour support at Netherhall Mead Academy is to recognise, reinforce and reward good or desirable behaviour when it occurs, thus in turn reducing behaviours that

challenge. Ignoring this behaviour (when safe to do so) may reduce the frequency and impact of negative attention, intensity or duration of that behaviour.

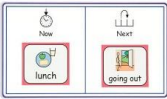
Relationships between staff and pupils at Netherhall Mead Academy are based on respect and a positive approach where every staff member and pupil is valued as an individual.

The clues to successful behaviour support are to be found in the pupil themselves and it is vitally important that we are attentive to changes and alert for opportunities when they are presented by the pupil

Techniques to develop Positive Behaviour Support:

Positive Behaviour Strategies					
Building and nurturing positive relationships with the students- secure attachment	Verbal praise (either private and personal or as a model to the class)	Differentiated teaching and learning Individual Risk Reduction plans	Turning a negative into a positive- positive rephrasing	Growing the window of tolerance	Processing time
Catch them being good- develop self worth	Class rules/behavioural expectations	Planned transitions	Classroom environment- is it over stimulating?	Structured of day to suit pace of learning	Proactive rather than reactive
Total communication- symbols, sign, reduced language Clear instructions- processing time Don't nag!!	Positive language Use language of choice rather than control Body language- CALM communication	Reflect time to listen to what they are saying Reflect back what they have said so they know they have been understood	Modelling good behaviour/role play activities/explicit teaching of social skill	Well established routines- predictable and structured (promotion of Executive functioning skills)	Well-being activities to promote physicality. Mindfulness to promote mental health.
Always describe the behaviour than the student when giving feedback	Know the room- who triggers who and how to support each of the pupils	Addressing basic needs so they are available for learning	Teaching the children to manage their own behaviour- co/self-regulation techniques	Soft landings, start the day with optimal nutrition, self/co-regulation time	Development of executive functioning skills- knowledge for staff

Principles to Total Communication and Positive Behaviour Support

Structure routine	Positive language/body language/Non-verbal cues	Time and pace (processing time)	Your communication needs to be clear	Signing and visuals
We all respond better to situations if we are forewarned and know what to expect. Who What When Where and How. WIIFM and now and next strategies  Individualised timetables Well established routines - consistently implemented and prior warning given to change	Turning a negative into a positive Remembering the power of your own non-verbal language/behaviour. Your tone of voice, warmth, posture, calm stance, positioning, eye contact and facial expression all speak volumes about your own feelings and will affect how your child responds to you. Don't nag!! Use language of choice rather than control - its this or this	Clear instructions - processing time Take time to listen to what they are saying Reflect back what they have said so they know they have been understood Giving the pupil time to process and understand what you've said or signed and repeat key instructions	Using simple language, one - step instructions, or key words Resist needless chatter Signing and visuals	Support your spoken words with: • symbols • signing • using gesture • photographs or other familiar pictures or objects • through telling social stories. That extra cue in for the pupil (signing is not just for HI pupils) Objects of reference
				

A consistent positive approach to supporting behaviours that challenge in any situation is important because:

- the safety of pupils and staff is paramount
- the disruptive effect these behaviours have on learning if left unmanaged
- delayed or ineffective support of behaviour can lead to escalation of behaviours that challenge with even greater negative impact on the learning of others and the increased risk to everyone's safety and well being

Around 50% of pupils will, at times, require a personalised plan to enable staff to support their behaviour effectively and consistently.

The plan will identify; what the behaviour typically looks like, any known triggers, support and intervention strategies that may help, preferred handling strategies should they be necessary and what should happen to best support the pupil following the incident.

Netherhall Mead Academy Risk Reduction Plan					
Name:		Plan Number:		Date:	
				Review Date:	
Indicators	Triggers			Proactive strategies	
Strategies to support behaviour	Use	Avoid	What does the support look like?		
Firm clear directions					
C.A.L.M talking and stance					
Total communication strategies					
Negotiation strategies (Now and next/WIIFM)					
Reminder of consequences					
Distraction/diversion					
Humour					
Reassurance					
Planned ignoring					
Positive touch					
Processing time					
Time Out (Requires a written plan)					
Withdrawal offered/directed (Requires Staff Observation/on plan)					
Change of face					
Success reminders					
Others:					

<u>Netherhall Mead Academy</u> <u>Risk Reduction Plan</u>																
Preferred Physical Intervention Techniques: Specify the Team Teach techniques to be used if required and identify when a restrictive / physical intervention record will be used (<i>see Team Teach Technique Level 1 list</i>)																
Has the pupil any medical conditions that require consideration of any Team Teach holds? •																
Team Teach Technique-Restrictive/Hold/Prompt/Guide/Separation/ Disengagement/Personal safety																
Follow Up, Debrief and Repair following incident:																
	Methods and any factors to consider when debriefing pupil															
Hear Explain Link Plan																
Physical Intervention Record Complete LA Physical Interventions reporting online form and upload to CPoms- (can be found in Library on CPoms) See guidance notes for link and recording process Record of Notifications Required:																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;">Printed Name</th> <th style="width: 35%;">Signature</th> <th style="width: 30%;">Date</th> </tr> </thead> <tbody> <tr> <td>Pupil</td> <td></td> <td></td> </tr> <tr> <td>Class Teacher</td> <td></td> <td></td> </tr> <tr> <td>Head Teacher</td> <td></td> <td></td> </tr> <tr> <td>Parent/Carer</td> <td></td> <td></td> </tr> </tbody> </table>	Printed Name	Signature	Date	Pupil			Class Teacher			Head Teacher			Parent/Carer		
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All staff that work with the pupil will be made aware of the plan and will be expected to read it, ensuring they seek clarification on any aspect(s) of the plan, if required, from the class teacher.

The expectation is that plans will be reviewed termly as a minimum but updated as necessary during this period. This overall approach to behaviour support will help to ensure that early and preventative intervention reduces the incidence of extreme behaviours and that the use of physical intervention is rare.

Planning for positive behaviour support.

Staff training:

Learning on the job

As teaching staff, we are always asking questions and seeking the best ways to support our pupils. We work in supportive teams and have a strong ethos to constantly learn.

The toolkit we need to positively support our pupils is multi-faceted. We do not rely on one strategy but strive to find the best methods at any given time.

Because of this, it is vital that all staff have a willingness to learn new ways of working, updating practice, researching current practices and never taking no for an answer.

Core values and culture of Team Teach

- Behaviors that challenge are often the result of a breakdown in communication.
- The purpose of Team Teach training is to support the staff in understanding and managing behaviour that challenges, by embedding the teaching of physical techniques within a holistic, positive behavioral support, de-escalation approach.
- Focus on positive behaviour strategies with an emphasis on de-escalation, co-regulation and self-regulation, risk and restraint reduction.
- It develops an understanding of the legality around physical intervention/restraint.
- Key language being..... *Necessary, reasonable and proportionate.*
- Main outcome is to develop a well-regulated pupil who is ready for learning, life in school and into adulthood.

Team Teach is about how staff show restraint, rather than apply it!

Staff need to be emotionally aware so that they are self-regulated and able to support the pupil's in co-regulation.

The ultimate goal to develop pupils' self-regulation techniques.



Focus on growing the 95%

Crisis Management
Diversion De-escalation
Positive Behavioural Supports



Team Teach Training Process.

At present in school, we have two Team Teach Trainers.

This enables us to provide bespoke and relevant Team Teach to all teaching staff employed by the school.

All teaching staff are expected to attend the 2 yearly Level 1 training sessions and will gain Team Teach accreditation at this level.

Induction

All new staff receive positive behaviour support induction training during the first term of them beginning work. It is impossible to teach every strategy in one go- it would be too overwhelming, hence the need for staff to have a willingness to learn on the job.

Top Tips sessions

Weekly Top tips sessions are run during the staff briefing. These can be focused on areas that have arisen from the CPOM system analysis or on general PBS strategies. We talk about behaviour as a

way of communicating a need, and it's our job to work out what that need is. We help staff think about the best ways to respond when someone is feeling dysregulated, giving them a toolkit of ideas they can use to support pupils. We discuss the language we use so we can talk respectfully about everyone. We help staff understand the law and how they should only use physical interventions when it is absolutely necessary.

Family Positive Behaviour Support Workshops

We offer a place where families can get together and chat in a safe space about their experiences.

Alongside this we run workshops looking at....

Understanding Behaviour



Equipping families with **knowledge and understanding** about behaviour.



Helping families develop skills in **positive listening and learning**.



Developing skills in **positive behaviour support** including verbal and non-verbal communication, diversion and de-escalation.



Creating **positive and supportive relationships** within the family and school.

Monitoring and Reporting:

CPOMs:

Staff are trained to report behaviour incidents on CPOMs (an online recording and monitoring system). This system records using an ABC format (see diagram below).

Incident logs are written in a clear and objective manner, stating facts rather than opinions. Incidents are categorised as harming others- sub divided into pupils and staff, harming self, damaging property, bullying others, sexualised behaviour, racist behaviour and general behaviours. Physical interventions are also recorded (see below for further information).

Categories	☐ Attendance ☒ Behaviour ☐ Child In Need ☐ Child Protection Plan ☐ Close Monitoring ☐ Early Help allocation ☐ Family Issues ☐ FIRST AID ☐ Injury ☐ LAC ☐ Low Key Concern ☐ Medical Issues ☐ Mental Health FIRST AID ☐ Operation Encompass Contact to school ☐ Referral to One Stop Leicester City Council ☐ Referral to transitions Leicester City Council ☐ Safeguarding ☐ Vulnerable Adult (Transitions Team)
	Behaviour Subcategories ☐ Bullying ☐ Damaging Property ☐ Harming Others ☐ Harming Self ☐ Physical Intervention ☐ Racist Incident ☐ Sexualised behaviour
Behaviour report - Antecedents	How did the incident begin? What led to the incident/triggered the behaviour?
Behaviour report - Behaviour	What behaviour was observed? State actual behaviour observed, e.g. hitting rather than aggressive.
Behaviour report - Consequences	What was done to defuse/de-escalate the situation? Ignoring, Risk Reduction Plan followed, Other (please state):
Behaviour report - Risk reduction plan	Was the pupil's Risk Reduction Plan followed?

Incidents are monitored daily by DSLs and a weekly safeguarding meeting reviews whether any further need for intervention (internal or external involvement).

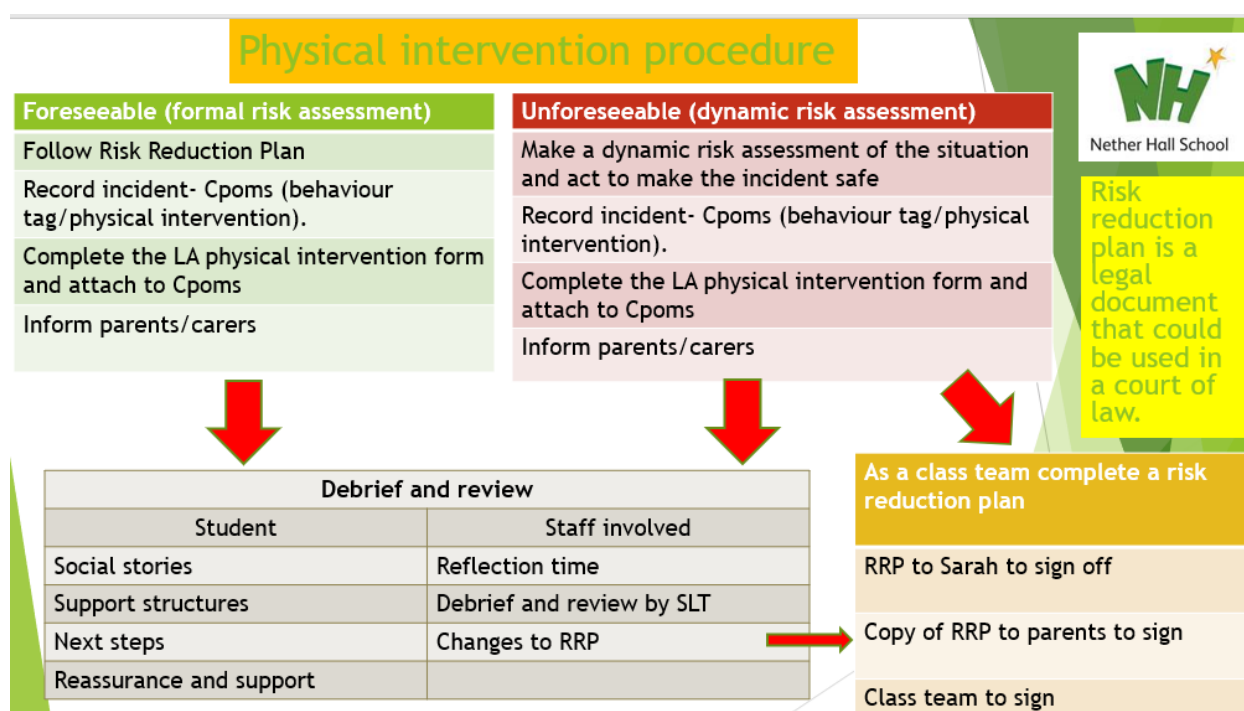
The Behaviour lead completes weekly analysis of the CPOM data, inputting any need for class-based support. These reports are analysed and trends identified.

The CPOM analysis also feeds into the staff training needs across the school whether individual, class based or whole school.

This CPOM data is annually reported to Councillors.

Use of physical interventions and restrictive practice:

The school has a physical intervention policy that provides details on this.



Sexism and sexual harassment.

Keeping Children Safe in Education 2024 states: 'Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into colleges. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.'

Any behaviour that can be classed as sexual harassment or violence must be reported to a DSL and not dismissed as related to a pupil's SEND. Action must be taken and the strategies used will include those we use to manage all unwanted behaviours. For additional information on how Netherhall Mead Academy deals with incidents of harmful sexual behaviour, please see Appendix 6 of our Safeguarding Policy.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.