ancora house school

Whole School Positive Behaviour Policy

Date policy ratified:
Date for review:

People involved in
Writing this policy: Sian Thomas (Head teacher)
                                              Senior Leadership Team

Consultation process: All Staff
                                              Governors

Person responsible: Sian Thomas (Head teacher)

Display/availability: Policy file: School office
                                                               School Website

Monitoring: Teachers
                                              SLT
                                              Governors

Statement of Intent

Ancora House School believes that in order to enable effective learning to take place, positive behavior in all aspects of school life is necessary, we aim to create a caring and respectful learning environment in the school by:

- Ensuring absolute clarity about the expected standard of students' behaviour
- Praising good behaviour and celebrating success
- Ensuring that the behaviour policy is clearly understood by all staff, parents and students
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect
- Ensuring that all students are subject to clear sanctions or rewards.
- Encouraging consistency of response to both positive and negative behaviour
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Ensuring a staff presence throughout the school day to ensure students' safety and wellbeing
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the behaviour policy and procedures
- Promoting early intervention for challenging students
- Ensuring that staff understand the needs of SEND students
- Identifying students with specific behavioural issues and put appropriate support in place
- Building positive relationships with the parents of students with behaviour difficulties
- Ensuring that all school staff model the highest standards of behaviour and promote all
- students to do the same
- The development of good relationships between staff and students is central to the success of Ancora House School
- The framework for positive behaviour is defined by the Core Values and it is important that we all, as members of staff, model good behaviour to students.
- Teaching and Learning should take place within an atmosphere of mutual respect.
- Teachers are responsible for establishing clear classroom procedures and ensuring that school rules are consistently applied.
- Positive behaviour in lessons does not happen by accident. It is a result of well-planned lessons which have: pace; clear objectives and outcomes; a variety of activities that engage all learners with clearly differentiated tasks and effective plenaries.
- Students learn best when they know what their targets are and what they have to do to achieve them.

KEY BELIEFS

At Ancora House School we believe that:

- students want to behave well
- students can learn to improve their behaviour
- mistakes are part of the learning process
- all adults can implement strategies to support students to improve their behaviour

As a team, we can support our students through :

- the quality of our relationships with each other
- reflective practice
- the quality of our teaching
- the scaffolding and intervention we put in place

The scaffolding consists of:

- rights and responsibilities
- rules
- routines
- the language of choice
- rewards and consequences
- reparation
- descriptive praise
- reflective practice

At Ancora House School we believe that:

students want to behave well:

We believe that our students are happy when they behave well and when that behaviour is recognised by adults and their peers.

students can learn to improve their behaviour:

Learning new behaviour is a task, just like learning to read or write.

mistakes are part of the learning process:

We understand poor behaviour as a mistake which can be rectified.
We don't make a judgement about it – instead we support our students to get it right.

adults can implement strategies to support students to improve their behaviour:

Most adults have evolved ways of dealing with young people's behaviour based usually on their experience of being parented or parenting.

Working closely alongside parents, carers and agencies, Ancora House School aims to strengthen relationships and provide a consistent and thought through approach to improving students' behaviour.

At Ancora House School, we meet students' needs as holistically as possible; developing an understanding of why young people behave as they do, a positive attitude to the student and his/her behaviours and effective strategies for managing the behaviours is fundamental to our roles.

It requires a real commitment to ongoing professional development and the ethos of our school.

Adults can support our students by:

The quality of our relationships with each other and them

a) **our relationships with each other** provide the opportunity to model positive behaviour and attitudes. A culture of good communication, honesty and transparency promotes a consistent and safe approach to supporting positive behaviours; it removes the opportunity for collusion and splitting that can undermine the ethos of the School.

b) **the quality of our relationships with our students**; these relationships are crucial. Each adult is a significant adult for our students.

To foster successful, enabling relationships we need to:

- actively build mutual trust and rapport
- demonstrate belief in the student – that s/he **can** succeed. Let the student know this in a range of ways
- treat the student with dignity and respect at all times e.g. by saying 'thank you'; by listening carefully and validating their feelings
- listen respectfully to the student, and make a judgement about how/when to respond
- enjoy his/her company – have fun together, where and when appropriate
- hear the message behind the words/behaviour; ask yourself **why** the student is behaving in this way – there will always be a reason; the behaviour is a symptom
- see things through e.g. if students have to make up time, the teacher concerned must help them to do this during the appropriate time
- keep our word – do whatever we say we will do
- look for the good in the student – identify the positives with the student and build on them
- apologise if you make a mistake – you are modelling this for the student; this engenders respect
- name and manage your own emotional reactions to students' behaviour ie. demonstrate emotionally intelligent behaviour at all times

- let go of your memory/feelings of a student's previous bad behaviour – it's unhelpful history; focus instead on getting it right in the future
- quietly but firmly hold appropriate boundaries for the students. Never let students do whatever they want, when this would infringe the rights or comfort of others – boundaries make students feel safe

The quality of the teaching, learning and assessment we provide

If we are able to meet each student at his/her starting point in most cases poor behaviour is likely to decrease/disappear.
To do this we need to:

- accurately assess the students' learning e.g. learning ability, learning approaches and level of achievement in order to move them on
- support students with mental health problems to set realistic goals in the context of their condition
- plan to meet the students' range of needs e.g. equipment, seating, groupings, use of TA
- know what the students **believe** they can do i.e. self-esteem, self-image and adjust expectations accordingly
- know what motivates each student and use it to help him/her achieve
- carefully plan lessons to ensure that we meet each student at his/her point of learning i.e. the work should be not too easy, nor too hard and we should plan for success and to raise aspirations
- include the students in the target setting and evaluation process, using appropriate language(self-assessment)
- give the students feedback on progress in a supportive way, focusing particularly on their achievements and what they need to do to make further progress – they should know the next steps
- praise the students for their specific achievements i.e. descriptive praise that is clear and explicit
- actively teach the students positive learning behaviours, so that they know what to do to ensure successful lessons e.g. enter the room quietly, listen to the adults, think before you answer, choose who to sit with etc

The scaffolding we put in place

By this we mean all the things we do (see below) to support our students to manage their own behaviour successfully

The scaffolding

Rights:

All our students have a right to:
- learn, and to make progress

- feel physically and emotionally safe at all times
- be treated with respect and dignity at all times
- express their feelings in an appropriate way (emotional intelligence)

Our staff have a right to:
- teach without undue disruption
- learn how to improve their practice
- feel physically and emotionally safe at all times
- be treated with dignity and respect at all times
- express their feelings in an appropriate way

Responsibilities:

- are linked to rights
- At Ancora House School, we recognise that we are responsible our own behaviour; we recognise behaviours as choices, however, at Ancora House School some students are experiencing acute mental health problems and we understand that some behaviours are driven by these problems
- we can change our own behaviour
- we own our own feelings

Rules support positive behaviour.
They should be:

- few in number
- agreed with students
- written in a language the students can understand (including visual cues)
- stated in the positive
- regularly referred to by all staff with students
- regularly reviewed with the students during tutor time
- prominently displayed in appropriate areas
- appropriate to the activity/place/age range

Routines support our students by fixing desired behaviours in their minds:
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- the start/end of the session
- moving from classroom to elsewhere
- entering/leaving the classroom
- Break times
- greeting visitors
- collecting equipment / helping to tidy the space

The more consistency there is over routines, the easier it is for our students to learn them and to benefit from the security boundaries offer.

The language of choice

This is part of helping our students to take responsibility for their behaviour. We actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice.

This language:

- increases students' sense of responsibility
- regards mistakes as part of learning
- removes the struggle for power
- is positive
- overtly links responsibility, choice and consequence
- helps them to take responsibility
- helps them to manage their own behaviour
- increases their independence

Rewards and Consequences

Rewards must feel valued, rewards can vary from small acknowledgments to school points and individual recognition. They are part of the 'language' in this school. They include:

- nods, smiles, thumbs up - social rewards
- descriptive praise- directly linked to targeted areas
- Individual stickers, merits, commendations - symbolic rewards
- Whole School/ Hub points earned towards a collective community reward to promote a sense of pride in our school community
- letters/notes/ texts to parents
- special activities
- special responsibilities/privileges

Rewards should be linked to positive choices and achievements; they should focus on the specific behaviours we wish to support to improve.

Rewards will lose value if they are used inappropriately, for example if trying to secure attendance at a session, the offer of a 'reward' as an incentive then slips into bribery and undermines the rewards system.

Safety

Feeling safe is vitally important for staff and students.

At Ancora House School students who are inpatients are often experiencing a range of difficulties that may result in unpredictable behaviours. To ensure we can keep both staff and students safe each teaching space has a telephone that may be used to request support if a student is struggling to manage the lesson. In the event of a significant difficulty that puts either staff, a student or group of students at risk, each staff member has an alarm, upon pulling the alarm clinical team members will respond promptly to assist with managing the situation safely. The clinical team name a designated member of staff to attend education daily, this is to provide a timely response to any concerns around the students' mental health needs.

In the absence of either the Head Teacher or the Deputy head Teacher, a member of the teaching team will be nominated to monitor activity in classrooms to ensure safety of staff and students.

All staff are expected to be mindful of colleagues and students; and to be vigilant with staff and student safety.

Consequences

At Ancora House School we believe in helping students to understand consequences of our actions and behaviours, whether they are positive or negative.

Behaviour	Consequence
Student disrupts lesson	Student leaves lesson and makes up time from his own time
	Student is supported to reflect on for his/her specific actions and the impact on others
	Parents /carers notified with discussion of ways forward (solution focussed)
Student arrives late for lesson	Teacher requires student to make up this time from his own time e.g. Break time
	Target set for prompt arrival – success recognized with phone call home, merit points
Student leaves without permission (Hub)	Absconsion Policy followed, parent/ career contacted, then police, return to school meeting undertaken to reflect on risks of behaviour
	Target set to reflect expectation of behaviour going forward

Students are actively encouraged and supported to own their behaviours and actions.

It is important for our students to clearly link a specific behaviour with its consequence.

The consequence needs to be a natural consequence, which makes sense to the student.

Intervention may include:
- adaptations to timetables
- shortened sessions
- teaching on the ward
- recognition of struggle or achievement via a phone call to parents/carers
- meeting with the Head Teacher or the Deputy Head Teacher to reflect on behaviours and work out a potential solution
- meeting with the Head Teacher or the Deputy Head teacher to celebrate success.

Reparation means repairing relationships, or 'making good' in some way

We believe that students should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focusses the student's mind on the punishment, rather than what s/he did. This frequently leads to students feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

We support students to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote e.g.
'I liked the way you opened the door for Luke'
'I noticed how kindly you supported Kerry, thank you'
'Thank you for returning to class so promptly' etc.

We are also giving them positive feedback and personal recognition; this raises self-esteem and leads to improved behaviour.

ROLES AND RESPONSIBILITIES REGARDING THIS POLICY

General

At Ancora House School we all have a responsibility to:

- read this policy
- understand it
- ensure that our practice is in line with it
- be proactive in implementing it
- continually seek to further improve our behaviour management skills

Specific
Teaching staff

Teachers:

- quality of teaching and learning in the classroom – ensuring appropriate differentiation (100% good/outstanding lessons)
- classroom climate – ensure that students feel emotionally and physically safe; clear routines, clear expectations; feel that staff are in control.
- best planned use of teaching assistants, and other resources, to support learning and behaviour- eg. Targeted interventions
- liaise with the other teachers over incidents/successes
- follow through with students until incidents are resolved
- monitor behaviour in lessons and adapt approaches to ensure success for the students

Tutors

- advise and support other staff (Ts and TAs) on effective behaviour strategies for students
- Work in partnership with the colleagues to secure achievable targets for improving behaviour and outcomes
- keep detailed records of incidents or improvements,
- (SIMS)to monitor progress and to establish patterns (frequency charts)
- Populate CPOMS with any incidents of bullying, racism, sexism
- review strategies regularly and adapt if not working
- develop positive relationships with all parents/ carers to support student behaviour both in school and at home; fortnightly phone calls home are a minimum expectation for school to home contact; additional calls/ texts/emails may be made to celebrate success or to highlight an area of need around behavior and engagement.

- be prepared to contribute to meetings with parents & multi agency teams to address behavioural, social, mental health or emotional difficulties.

Teaching assistants (TAs)

- to support the teacher, with teaching and behaviour management
- to support the students, with their learning and self-management of their behaviour
- to support the development and maintenance of a positive classroom climate
- to ensure that the environment is physically safe and if not to report by email to the Business Manager
- to teach the students how to manage their behaviour positively around the school at all times
- to ensure that students manage their behaviour positively during school trips and when offsite
- to complete incident/accident reports, complete CPOMs entries as required

Senior Staff

- to facilitate and enable teachers and teaching assistants to manage behaviour effectively through continuing professional development
- to support students with understanding the school's approach to behaviour management
- to support parents/ carers with understanding the school's approach to behaviour management, and with behaviour management strategies
- to regularly review policy and practice

Students – as individuals and members of the school community

- to understand the school's approach to behaviour management
- to improve their own behaviour, in line with our policy, so that they consistently show emotionally intelligent behaviour; this may include self-assessment against agreed targets which will be reviewed regularly
- to support their peers to improve their behaviour, in line with our policy

Parents and Carers

- To work closely in partnership with school to provide a consistent and holistic approach to promoting positive behaviour
- to support the school's approach to behaviour management, in line with this policy

- to support their child in learning to manage his/her own behaviour through one clear shared message; consistent approaches and high expectations
- to take opportunities provided by the school to further develop their own understanding and implementation of effective behaviour management

Governors

- to review and approve the school's policy
- to support the school with its implementation
- to hear the case for fixed term/permanent exclusions, and to decide on the appropriate course of action Our target is 0 permanent exclusions; we use fixed term exclusions rarely, and only to mark inappropriate /unsafe behaviour for a student
- to regularly monitor behaviour incidents through visits and CPOMS

STUDENTS WITH ADDITIONAL NEEDS

Those students whose behaviour is the main presenting problem (SEBD) and including some students on the autistic spectrum or with mental health problems.

The majority of students at Ancora House School and Hub respond positively when staff work within these guidelines.
A small percentage of our students need additional support to improve their behaviour.

We do this by:

- working in line with this Policy
- putting in more scaffolding, tailored to the specific needs of each student.

This might include:

- changing the class group/input from the TA/varying the classroom management
- making the routines/strategies more detailed
- drawing up an Individual Behaviour Plan/Risk Assessment (RA), detailing action to be taken when identified behaviour occurs. This is shared with the student, parent and other staff (for consistency).
- Parent/student contracts – regularly reviewed
- Individual interventions
- Observations and targeted support with teachers, parents & students (six week intervention)
- drawing on additional resources from beyond the school e.g. CAHMS, YPS, IART (Family Support Workers) or the clinical team

BULLYING including Cyber bullying (see E Safety Policy)

- we do not tolerate bullying at Ancora House School
- bullying should **never** be ignored
- **all** instances of bullying must be recorded on CPOMS
- parents should be informed by the staff member by telephone or face to face
- every instance needs to be addressed, in line with this policy, with each student involved taking responsibility for his/her actions, reflecting on and agreeing to stop/change the behaviour causing concern.
  This agreement needs to be monitored by the tutor /TA to ensure that the bullying has ceased. If problems persist, they should be referred to the Safeguarding Lead
- incidents are reported to LA and Governors termly

ABUSE/INCIDENTS RELATED TO PROTECTED CHARACTERISTICS

- Although quite rare, they are not acceptable at Ancora House School.
- They should be dealt with in line with this policy.
- They MUST be recorded on CPOMS
- Sexist or homophobic language and abuse relating to disability, age, race, religion, sex, sexual orientation and gender reassignment is not acceptable and should be dealt with in line with this policy

WORRYING/UNUSUAL BEHAVIOUR: Safeguarding Young people

Staff must immediately report any worrying/unusual behaviour to our Safeguarding Lead and all Information/ conversations recorded on CPOMS. The school's Safeguarding Policy will be followed.

Tutor Time

Tutor time is a crucial part of the school's curriculum, through 16 Habits if Mind and TEDS targets' tutor time offers the opportunity to promote positive behaviour and to support the social, emotional, mental health and wellbeing of our students.

In terms of promoting positive behaviour Tutor Time:
- promotes equality of value i.e. all people in the group are of equal value ,as people
- gives all students a chance to speak and to be listened to
- specifically addresses behaviour, with the intention of:

- acknowledging feelings
- being non judgemental
- giving feelings a language for expression
- looking for solutions

At Ancora House School and Hub we engender confidence in students to tell an adult, if they see/know that someone is doing the wrong thing. We explain that this is how we look after each other – that it's a positive thing to do.

RESTRAINT – i.e. the positive application of sufficient force to ensure, by physical means alone, that a student does no injury either to him/herself, a member of staff, another student or property.
.
- should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised Team Teach training, and this is up to date
- should **only** be used if the student is putting himself or others in danger and where failure to intervene would constitute neglect
- if used, it must be recorded in the school's Incident record – located in the school office.
- an **Individual Risk Assessment** will need to be carried out **–** this might apply when an individual student needs physical interventions using Team Teach strategies as a part of an on-going behavior management plan.
- staff need to be able to establish the possible consequences of using a particular Team Teach method or methods of physical intervention when difficult behavior occurs.
- update the student behavior plan including the Team Teach physical interventions which have been successful & share with relevant colleagues
- if used, parent/carers need to be contacted before the child arrives home

Physical contact – we work with highly vulnerable groups where the issue of touching a student may be used **appropriately** e.g. shaking hands, a pat on shoulder in a view of other responsible adults.
Staff should be vigilant and mindful that individual student's experiences and presenting problems may dictate that a 'no touch' approach is preferable Cheshire and Wirral Partnership Trust Policy requires that if physical contact takes place it is recorded in carenotes.

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

- it falls short of restraint
- it is subject to considerations of sexual appropriateness and sensitivity

- is subject to interpretation, so must be used with care

MONITORING

- we need consistent behaviour management throughout the school, appropriately adapted to the age/ability and presenting problems of the student
- we will observe and feedback to staff on observed good practice and areas for development , staff to share information at weekly pastoral meetings
- The school's CPOMS system allows detailed reporting and data available for analysis to inform practice.
- SIMS is utilised to track interventions and measure progress against targets.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)
In order to further improve practice, staff can

- apply to go on individual courses out of school, as part of their individual Continuing Professional Development identified in their Performance Development meetings
- ask for in-house individual development opportunities e.g. by observation and learning dialogues with staff, with identified best practice
- attend whole school, and team training sessions on behaviour management
- share good practice and observations in Pastoral meetings

Appendix 1

Physical Intervention Policy

We believe that positive handling should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:
- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

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

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

Advice for Staff

Members of staff facing confrontational situations with students are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop students from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a student's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, are recommended.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Intonation - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to deliberately speak slower, lower and more quietly.

Help Script
- – Connect by using student's name
- – Recognise the feelings
- – Tell the student you're there to help
- – You talk and I will listen
- – Give direction

Diffusing body language responses
- – Social distance
- – Sideways stance, step back
- – Intermittent eye contact
- – Relaxed body posture
- – Palms open

Calm Stance
Think of the values of stepping back from a situation, both physically and emotionally:
- – Allows a more considered response
- – Time to make a 'dynamic' risk assessment and seek assistance
- – Allows other person 'take up' time to make their own choices

Application of Force (DfES advice to schools 10/98)
Staff should NOT act in a way that might reasonably be expected to cause injury. This includes:
- - Slapping, punching, kicking or tripping a student
- - Twisting or forcing limbs against joints
- - Indecently touching, holding or pulling a student by the hair or ear
- - Other than in circumstances that are exceptional, using reasonable force to hold a student face down on the ground

In the event of a serious incident e.g. a fight, staff should:
- o Make their presence felt – "stop fighting, stop fighting"
- o Send for assistance
- o Spell out sanctions
- o Remove the 'fuel' by clearing the 'audience' away
- o Be a witness
- o Intervene physically if confident and having assessed the degree of risk

But should not ignore or walk away.

Signed:
Chair (or Vice-Chair of Governors)_____ Date_____
Head teacher (or Deputy Head teacher) _____Date_____