



(12)



# Knockavoe School

## *Positive Behaviour Policy*

*Teaching Our Children and Young People to Communicate and Manage their Behaviour Effectively*

November 2021

Position	Signed	Date
Principal	Sharon Cassidy	25/11/21
Chair of Board of Governors	June Neill <i>June Neill</i>	25/11/21

**Principle:**

To ensure that Knockavoe School is a safe, calm, nurturing and supportive learning environment it is essential that practices and expectations are established for the safety of the whole school community in order for effective pastoral care and teaching and learning to be achieved.

**Article 3:** *'The best interests of the child must be a top priority in all things that affect children.'* UNCRC.

This policy has been developed in consultation with pupils, staff and parents/guardians at Knockavoe School. The following guiding principles will be used to underpin all procedures, routines and strategies within our approach to managing positive behaviour.

- Clear communication
- Expectations for behaviour will be clear
- Routines and behaviours will be taught and modelled by all.
- Behaviour is seen as communication
- Supporting emotional health and wellbeing
- Mutually respectful relationships
- Parents/guardians will be kept fully informed
- A proactive and supportive child friendly approach
- Clearly defined values – see below





**Purpose:**

1. To enable effective pastoral care and safeguarding of all pupils.
2. To promote good positive behaviour.
3. To support all of our pupils to make good choices in a nurturing and caring environment.
4. To promote the spiritual, moral, social and cultural development of pupils within a Rights Respecting School ethos.
5. To enable high quality teaching and learning with a child centred approach.
6. To create a positive welcoming community where pupils can achieve and succeed.

**Aims:**

- Develop and implement a consistent whole school positive approach to behaviour which is adhered to by all staff, pupils, parents, governors and other stakeholders.
- Provide a positive learning environment in which pupils feel safe and secure with opportunities to express their thoughts and emotions.
- Promote self-esteem and encourage pupils to make good choices
- Promote early intervention to implement appropriate support strategies for individual pupils.
- Establish and maintain clearly defined pupil expectations for positive behaviour.
- Provide an individual nurturing behaviour management approach implementing and creating individual strategies to encourage and develop appropriate behaviour.
- Encourage positive relationships with parents and carers to develop a shared approach to behaviour management.
- Reduce the frequency and severity of challenging behaviour and the need for physical intervention, providing a safe working environment for both pupils and staff.
- Implement and model our shared values across all areas of school life within our school community.
- Celebrate and recognise positive achievements and success

**Roles and Responsibilities:**

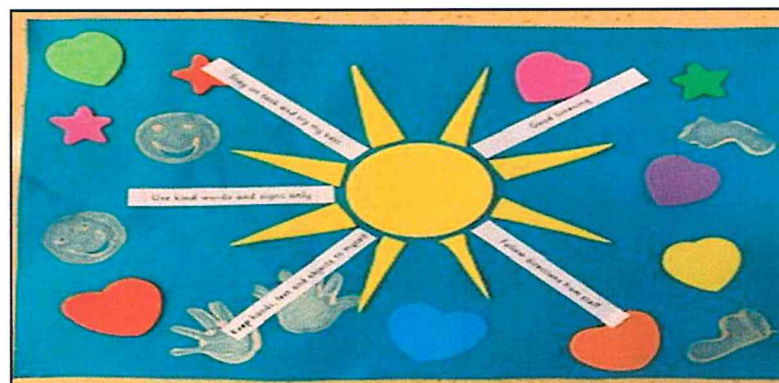
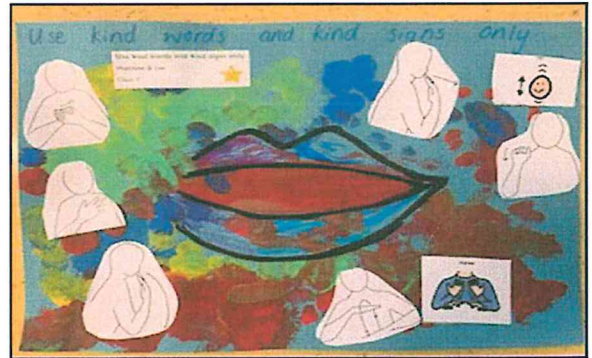
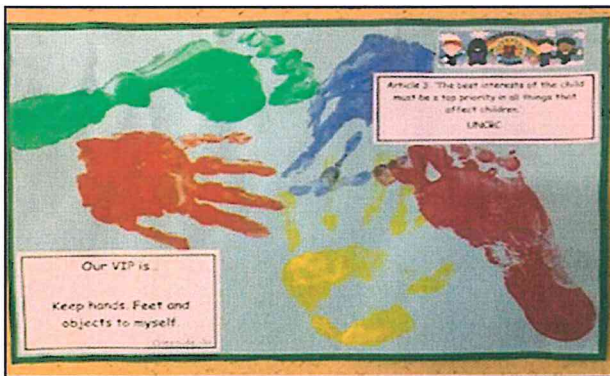
**Pupils**

Pupils are asked to adhere to Knockavoe VIPs (Very Important Principles):

- Use kind words and signs only
- Keep hands, feet and objects to myself
- Stay on task and try my best
- Follow directions from staff
- Good listening



**Article 12;** *'Every child has the right to have a say on matters affecting them and to have their views taken seriously.'* UNCRC





## **Parents**

- Be familiar with school policy and adhere to the support strategies and interventions.
- Communicate regularly with class teacher.
- Share successful behaviour management strategies.
- Work collaboratively with school and other professionals and agencies to plan appropriate interventions and support.
- Feel supported and model our shared values.
- Recognise that positive behaviour can be promoted through close partnership between school and home.
- Reinforce Knockavoe VIP's at home.

## **Staff**

All staff share a collective responsibility for consistently implementing this policy for promotion of positive behaviour by:

- Modelling appropriate behaviour based on our agreed shared values
- Setting clear boundaries
- Class teams plan and implement interventions and support strategies collectively
- Monitor and evaluate behaviour support strategies
- Recording and reporting using school behaviour management proforma.
- Adhere to the strategies as outlined in this policy.
- Seek information and support from outside agencies where appropriate.

## **SMT/Principal**

- Listen and support
- Liaise with external agencies and AHPs
- Organise staff training based on specific needs
- Policies are implemented and shared
- To inform and update the BOG in relation to the management of positive behaviour throughout the school.
- Communicate with pupils, staff and parents
- Celebrate and recognise success

## **BOG**

- Listen and support.
- To challenge and support the implementation of this policy.
- Awareness and knowledge of policy and procedure.

## Procedures and Strategies for Promoting Positive Behaviour throughout the School

**Article 23:** *'Children with a disability have the right to a full and decent life with dignity and independence. They must be supported and enabled to play an active part in the community.'*  
UNCRC.

The following strategies are employed in our school to promote positive behaviour:

- Pupils are welcomed to school every morning by familiar staff with a daily 'check in'-meet, greet and gauge.
- Principles of Nurture are implemented in all of our classrooms.
- Use of Key Adults and our Sunshine provision with access to a range of therapies.
- A trauma informed approach to emotional health and wellbeing using the Zones of Regulation in every classroom.
- Positive classroom environment where both staff and pupils feel comfortable, respected and valued. Pupil work and photographs displayed within classroom.
- Effective classroom management and organisation to suit the needs of the pupils e.g. zoned areas such as work area, play area, thinking area, sensory area etc.
- Individual timetables based on pupil needs with opportunities to challenge and progress pupil learning. Activities to be stimulating, meaningful and linked to the curriculum.
- Sensory activities available to pupils and sensory breaks. Access to the sensory rooms and soft play, safe spaces and outdoor space.
- A range of practical classroom based strategies and resources to reinforce expectations and promote positive behaviour e.g. PECs, countdown cards, first and then approach, social stories, communication boards.
- Positive reinforcement through verbal praise, effective rewards, certificates, stickers, star of the week, whole class reward system e.g. spin the wheel or individual reward chart.
- Establishing good relationships between staff and pupils where pupils feel valued and their voice is heard e.g. Circle Time and Class Assembly.
- Pupils are given roles of responsibility e.g. senior prefect, responsible jobs etc.
- Positive interactions between pupils and staff at all times using the principles of Team Teach (95% de-escalation and 5% physical intervention).
- Use of distraction and de-escalation techniques.
- Promote positive feedback to pupils regarding effort, learning and achievement.
- Effective communication between pupils and staff is essential to ensure that each pupils needs are listened to, understood and respected. Positive verbal and non-verbal communication, including Makaton, and positive intensive interaction techniques.
- Effective daily communication between home and school through email, telephone and face to face.
- Individual pupil targets for promoting positive behaviour on Pupils Learning Plans.
- Consistent approach where expectations are clear and understood.
- Smooth and calm approach to all aspects of school life.
- Celebrate and reward success through Golden Time and pupil choice of activity.
- Student Council to provide pupil voice to ensure that concerns can be heard and responded
- Use of Happiness boxes to help pupils self-regulate and feel safe and happy in school.
- Offering time to reflect and plan for better choices

And above all....

***Lots of love, patience, kindness, trust and reassurance throughout every day 😊***

**In the event of a pupil causing continuous disruption or concerning behaviour patterns the following support strategies will be used:**

- Verbal reminders of good behaviour and our Knockavoe VIP's.
- Time out of class to help pupil self-regulate
- Written record of behaviour/incident
- Online accident/incident reporting to EA
- Phone call to parent/guardians to discuss concerning behaviour
- Withdrawal from an activity

**In the event of a pupil requiring more specific behaviour management intervention the following strategies can be used:**

- Individual Risk Assessment
- Individual Risk Management Plan with detailed strategies and interventions agreed with parents, principal, Team Teach Tutor and monitored and reviewed regularly.
- Individual Positive Handling Plan with details of 'guides' and 'holds'.
- Counsellor available onsite
- Referral for behaviour management support
- Referral to CAMHS and/or Gateway
- Liaise with the Education Authority, Special Education
- Range of therapies including reflexology, art, play therapy, music, drawing and talking
- Multi Agency Support Team Meeting (MAST) to include a range of professionals
- Reasonable adjustments including a reduced timetable and/or decrease in provision and/or temporary suspension

### **Reasonable Adjustments**

When appropriate support has been implemented, monitored and reviewed but a pupil's Social Behavioural and Emotional Well-being continues to cause significant risk to self or others in the school community, a short period out of school may be considered to allow time for a Risk Assessment and the development of an appropriate Risk Management Plan. As part of a planned return to school following a suspension, parents/carers will be requested to attend a meeting with the Principal (or their representative) to agree the implementation of the Risk Management Plan. If, when all appropriate supports and guidance have been implemented and reviewed, a pupil continues to be unable to follow the safety rules, the Principal may, consider alternative arrangements to formally suspend a pupil for a fixed period or, as a last resort, move towards expulsion proceedings. If suspension or expulsion is being considered the process will be carried out in line with EA policy and through liaison with EA officers.

<https://www.education-ni.gov.uk/articles/suspensions-and-expulsions>

### **Positive Handling/Physical Intervention**

Physical intervention will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk, but it should be reasonable and proportionate. There will also be times when staff who know the pattern of behaviour need to intervene physically at an earlier stage to prevent an escalation to a higher risk.

Only those staff members who have been trained in Team Teach can safely use physical intervention. These interventions should be stated on the individual pupil's Risk Management Plan. However, in the event of an emergency situation a staff member must intervene physically in a reasonable and proportionate manner to safeguard and protect all parties.

Where the use of physical intervention is required a record of the incident will be kept. The use of any Team Teach intervention should also be recorded in the Team Teach bound and numbered book which is held in the Vice Principal's office. It is the responsibility of the staff member who actually carried out the Team Teach intervention to ensure the form is completed. An EA Health and Safety Accident Form will be completed when an injury has occurred during physical intervention. It is vital that all incidents of Restrictive Physical Intervention and/or Challenging Behaviour are recorded to monitor behaviour of pupils and identify any patterns; they also provide a clear record should there be any investigation, complaint or legal proceedings.

### **Monitoring, Recording, Reporting and Reflecting Procedures:**

- Staff will regularly collect and monitor data to review how effectively strategies, routines and procedures are being implemented and embedded to determine pupil impact.
- Communicate with SMT to report any behaviour concerns.
- Invite regular feedback from staff and pupils (School Council) to inform practice and guide adjustments to procedures and routines and make improvements as appropriate.
- Post Incident Learning (PIL) review following an incident for staff and pupils to debrief and reflect and to plan new interventions if appropriate.
- A whole-school approach will be taken to promote and support emotional health and wellbeing and will involve all members of the school community actively working together in partnership to achieve this outcome.
- Record keeping will be in line with GDPR requirements and in line with our Disposal of Records of Policy.

### **Evaluation of Policy**

This policy will be reviewed annually in line with the most recent DE and EA guidance to inform school development planning and school improvement.