



## 1.0 Terms of Reference

- 1.1 This Policy has been written for all staff at Northern House School (City of Wolverhampton); pupils, parents and carers. All staff should have a working knowledge of this policy.
- 1.2 Copies of this Policy may be obtained from;
  - 1.2.1 Available electronically on the School Website.
  - 1.2.2 Reference copy in the main School Office
  - 1.2.3 Shared Area – Electronically
- 1.3 Edition, review and frequency;
  - 1.3.1 Edition 1 agreed September 2015
  - 1.3.2 The Objectives will be reviewed annually
- 1.4 Relevant Statutory guidance, circulars, legislation and other sources of information are:
  - 1.4.1 SEN Code of Practice January 2015
  - 1.4.2 Behaviour and Discipline in Schools
  - 1.4.3 The Education and Inspection Act 2006
  - 1.4.4 Education Act 2002 and 2011
- 1.5 The lead member of staff is Fran Pass, Head teacher (01902 551564)
- 1.6 The deputy lead member of staff is Tina Whitehouse, Assistant Head teacher (01902 551564)
- 1.7 This Policy has been written for all staff, parents, carer's students and governors at Northern House School (City of Wolverhampton).
- 1.8 The policy is broken down in to the following sections:
  - 1.8.1 Definitions and Key Terms
  - 1.8.2 The Rationale and Purpose of This Policy
  - 1.8.3 Copying
  - 1.8.4 Introduction
  - 1.8.5 The Aims and Objectives of This policy
  - 1.8.6 Procedures and Practices
  - 1.8.7 Managing Negative and Unacceptable Behaviour
  - 1.8.8 Positive Handling The use of Physical Intervention
  - 1.8.9 Persons With Particular Responsibilities
  - 1.8.10 Other Participants & Stakeholders
  - 1.8.11 Recording and Demonstrating Progress
  - 1.8.12 Monitoring and Evaluation

## 2.0 Definitions and Key Terms Used in This Policy

- 2.1 “Positive and negative” behaviour are terms used in preference to “good and bad” because they convey the sense that all behaviour has a result or consequence and also a context. There are some behaviours that would be judged acceptable in one context but not in another.

## 3.0 The Rationale and Purpose of This Policy

- 3.1 Most students come to Northern House School (City of Wolverhampton) with little sense of their own identity and often with a history of negative behaviour patterns.
- 3.2 Poor core belief, patterns of poor learning engagement and difficulties with emotional regulation; are areas which students find challenging.
- 3.3 This policy spells out the principles and procedures which underpin the philosophy of Northern House School (City of Wolverhampton) and assist staff in their efforts to help students’ take responsibility for their choices in behaviour and learn approaches to emotional regulation that support their engagement with learning and help them fulfil their potential academically and socially.
- 3.4 This policy has 4 appendices:
- 3.4.1 Interventions and Consequences
  - 3.4.2 Level of Intervention for Conduct
  - 3.4.3 Consequences
  - 3.4.4 Fixed Term Exclusion Form

## 4.0 Copying

- 4.1 No school policy is ever written in isolation. Acknowledgement of sources of advice and significant influence in the development and recording of policies at Northern House School (City of Wolverhampton) are noted on the front page.
- 4.2 We request that any schools or organisations incorporating large sections of this policy without alteration should make similar appropriate acknowledgement. We would thus like to thank PRICE.

## 5.0 Introduction

### 5.1 Patterns of Learned Behaviour

5.1.1 All of the pupils who attend Northern House School (City of Wolverhampton) have social, emotional and mental health needs that have worked against them attending mainstream schools successfully. Very often our pupils have previously learned and developed patterns of behaviour that often communicate underlying anxieties or difficulties not socially acceptable or supportive of their learning and the learning of others.

### 5.2 Positive Expectations

5.2.1 We make an assumption in our school that all behaviour will be desirable and acceptable; problems are in the past and we are all – parents, students and staff – driven by what is in the best interests of the pupil in order to promote their success and happiness. We encourage positive behaviour by valuing everybody – staff, students and parents alike. All parents or carers are asked to sign a code of conduct contract.

### 5.3 Looking Beneath the Behaviour

5.3.1 Our belief is that unacceptable behaviour is best dealt with by using an approach which looks beyond the behaviour to take account of the causes which lie beneath it.

### 5.4 Consequences Positive and Negative

5.4.1 We also use a system of rewards and praise to encourage positive behaviour, and appropriate consequences to discourage behaviours that are interfering with the safety, happiness and/or learning of an individual student or his/her group. Students are encouraged to make informed choices in behaviour through understanding the positive and negative outcomes of their choices. If the negative behaviour exhibited jeopardises the health and safety of our school community, we may resort to the exclusion of the pupil; please see Exclusions in Policy.

## 6.0 The Aims and Objectives of This Policy

- 6.1 A Safe, Happy and Effective Learning Environment
  - 6.1.1 To make our school a safe and happy learning environment for all.
  - 6.1.2 To help staff feel supported and confident as effective teachers.
  - 6.1.3 To help staff have a consistent approach in dealing with students' behaviour.
- 6.2 Consistent Approach
  - 6.2.1 To use a variety of developmentally appropriate strategies to support students in the management of their emotions and make the transition towards internal self-regulation of their behaviour.
- 6.3 Learning Positive Behaviour
  - 6.3.1 To help students recognise and understand their rights and responsibilities and work with us to modify their behaviour.
- 6.4 Change
  - 6.4.1 To actively promote positive behaviour and to assist students to overcome the emotional problems underlying unacceptable behaviour, thereby developing self-awareness and self-control.
  - 6.4.2 To support students in moving on from past patterns and difficulties and to equip students to become responsible, stronger and more resilient.



## 7.0 Procedures and Practices

### 7.1 Pupils:

- 7.1.1 Our pupils are expected to show respect and consideration for themselves, their peers, the staff, the community and the premises/facilities of our school through their words and actions.
- 7.1.2 Pupils should dress appropriately in agreed school uniform.
- 7.1.3 Teaching staff should be addressed formally and students should treat staff and each other with the same courtesy which they expect to receive. They should obey reasonable requests and instructions from staff.
- 7.1.4 They are expected to follow the agreed rules negotiated with individual teachers for their classrooms and teaching areas.
- 7.1.5 They should work within the constraints of previously agreed safe practice. They should tidy up after themselves. They should not use offensive or overly familiar language.
- 7.1.6 They are expected to arrive promptly to lessons, keep movement around the teaching space to that which is appropriate and explained, and never leave a classroom or Northern House School (City of Wolverhampton) premises without authorisation from a member of staff.

### 7.2 Staff:

- 7.2.1 All members of staff are expected to show by example the standards of behaviour expected from students.
- 7.2.2 They should dress appropriately and treat students with the same respect and good manners which they expect in return.
- 7.2.3 They should follow the rules of prevention consistently and deal with students who do not meet expected standards of behaviour promptly and according to the guidelines set down in this policy document.
- 7.2.4 They should encourage and reward good behaviour from students and avoid confrontational approaches to unacceptable behaviour whenever possible, looking past the behaviour to try to find its emotional source.
- 7.2.5 They should always disapprove of negative behaviour, not the student, whose low self-esteem is often a partial cause of the behaviour in the first place. It is vital that the distinction between the behaviour and the student as a person is made clear and the language used in such matters must be carefully chosen. Where there is any indication of confusion in the mind of the student it is the responsibility of the member of staff to go back to the student when the situation is calm to resolve the matter.



- 7.3 Prevention:
  - 7.3.1 All children have individual Behaviour and Support Plans and BSP'S where their likes, dislikes and triggers for behaviour and strategies are agreed. Form tutors manage this along with learning directors manage this. Any pupil who has extreme difficulty may receive additional support from the TLC staff.
- 7.4 Unacceptable behaviour in the classroom is discouraged and incidents may be prevented by teachers by:
  - 7.4.1 Good preparation and lesson structure.
  - 7.4.2 Being ready on time and in the classroom to receive each class with a lesson prepared which achieves balance, pace and differentiation.
  - 7.4.3 Making appropriate arrangements for an orderly entrance to the classroom, for seating and movement.
  - 7.4.4 Identify individual behaviours and strategies through IBSP's
  - 7.4.5 Be aware of the individual personalities, learning styles and needs of the students as well as the social dynamics within each teaching group. They are expected to take them into account in the planning and delivery of lessons.
  - 7.4.6 Where possible all anticipated behavioural problems are defused as quickly as possible when they arise using the agreed strategies set out in this policy document.
  - 7.4.7 Staff are aware of pupils who are known to exhibit particularly unacceptable behaviour in certain contexts and where appropriate time is arranged with a Learning Assistant.
  - 7.4.8 All pupils are to have personalised behaviour targets, set with the form tutor and the pupil. Reinforced at least on a daily basis.
- 7.5 Breaks, Social and Unstructured Time
  - 7.5.1 Unacceptable behaviour during breaks and during supervised transport hours is discouraged and prevented by providing activities during breaks designed to capture pupils' interest and keep them constructively occupied. Computer games and music are available and there are lunch-time activities/clubs. Staff supervise according to a duty rota which is posted in the staff room. Some students benefit from a one to one supervision arrangement during social. Some pupils may also need support for social communication and interaction skills; this will be identified in their IBP and individual Learning Support Plan. Break and leisure times will then be an opportunity for practice of skills with varying levels of staff support. Students known to antagonise each other will be supported through the promotion of positive interaction and mediation.

## 7.6 Fair Rules

7.6.1 Students are much more likely to follow rules that they believe to be fair. The behaviour expected of pupils and the school rules are discussed and reviewed regularly in their base groups. Rules are kept to a minimum and these are explained during each new pupil's induction programme. These are discussed and reinforced at each session. However if a student feels that a rule could be changed or reviewed, they may submit a proposal via the Student Council to be considered by the Leadership Team.

7.6.2 An atmosphere of mutual respect that encourages positive behaviour is created by valuing everyone. We demonstrate that students, and all members of Northern House School (City of Wolverhampton) community, are valued by celebrating birthdays and social/sporting or other achievements outside the school as well as within it. Assemblies will be used as a celebration of achievement. Including tutor performance of the week. All students may attend the student council where they can air their views and concerns. Students may discuss their problems with a member of their tutor group.

## 7.7 Praise

7.7.1 Positive behaviours such as work effort and presentation, kindness, helping others, manners, self-control, good attendance, academic achievement and good leadership receive positive reinforcement through the use of the monitoring system. Discretionary rewards available are; smiles; words of praise/approval; praise from the Head Teacher or senior members of staff; Northern House School (City of Wolverhampton) Points, certificates; displays of good work in the classrooms and corridors and progress reports/letters and phone calls to parents.



## 8.0 Managing Negative and Unacceptable Behaviour

8.1 It is the responsibility of the adult to deal with breaches of expected standards of behaviour using where appropriate the steps in Appendix 1 and following the level of intervention as detailed in Appendix 2.

## 9.0 Positive Handling The Use of Physical Intervention

9.1 The use of any physical intervention is subject to stringent controls and legal guidelines. The criteria for the use of such strategies are clearly detailed in our Positive Handling Policy.

### 9.2 Behaviour Principle

9.2.1 Physical intervention is never used as a sanction for inappropriate behaviour. Physical intervention is ONLY used as a last resort to keep pupils, staff and property safe, dependent on time and risk.

9.2.2 The Leadership Team reviews and analyses the use of physical intervention each half term.

9.2.3 There is often a link between a particular set of behaviours and the use of physical intervention. Regular analysis enables staff to identify which behaviours/environmental factors need to change in order to reduce the use of physical intervention.

## 10.0 Persons with Particular Responsibilities

- 10.1 All staff have equal responsibility for ensuring the safety and positive behaviour of our youngsters. All staff have the authority to apply the sanctions and rewards outlined in Appendix 1.
- 10.2 All staff, particularly form tutors, have a responsibility to ring parents with good news and inform them of the use of any physical intervention to develop a positive caring link with families.
- 10.3 Teachers have the responsibility for ensuring behavioural targets are included in students' PIP's and IBSP's. Target setting will involve consultation with other staff, parents, and the student. Targets are monitored continually and reviewed regularly.

## 11.0 Other Participants and Stakeholders

- 11.1 Parents and carers with children experiencing difficulties may have experienced negative feedback from previous schools and as a result may be defensive about any communication relating to their child. We need to reverse this, to applaud their efforts and to get them on our side. Always looking for the positive will make it much easier to find opportunities for praise.
- 11.2 Parents and carers are regarded as integral to the process of behaviour management within our school. They are kept up-to-date with pupils' progress, consulted and co-produce on target setting and reviews, and are encouraged to share concerns about pupils' behaviour at home as well as at school to give better insight into the student's emotional needs and potential causes/solutions.



## 12.0 Recording and Demonstrating Progress

- 12.1 Northern House School (City of Wolverhampton) School uses a checklist of social and emotional behaviours to assess pupils' current levels of development and to identify an appropriate next steps target.
- 12.2 Class teachers update the checklist each term using a red/amber/green colour code rating. This then determines the target areas for the next IBSP.
- 12.3 This assessment will identify a number of behaviours that need to be further developed (the "red behaviours"). One of these "red behaviours" will form the basis for the pupil's behaviour target.
- 12.4 In order to help staff identify which behaviour to choose, the checklist also has a section that asks "which behaviour challenges staff?" and "which behaviours are a problem for the pupil?"
- 12.5 Once the target behaviour has been selected, staff can then identify the strategies which will help the pupil to learn this new skill.
- 12.6 For example, if the target area is "learn to regulate my emotions", strategies to teach this skill could include:
  - 12.6.1 Using a poster of different emotions to identify feelings at different times of the day;
  - 12.6.2 Using a corner of the room as a "quiet space" to help calm down;
  - 12.6.3 Practicing different relaxation techniques to relax different parts of the body;
  - 12.6.4 Extra rewards each time I demonstrate I can calm myself down.
- 12.7 Staff will need to choose strategies that are appropriate for the age, understanding and interests of each pupil. It can be helpful to discuss these with colleagues.
- 12.8 Behaviour targets should be reviewed at least once a term when the checklist is updated. It can be reviewed sooner if the desired behaviour has been acquired or if there is no evidence of progress.
- 12.9 Sometimes the right thing to do is to keep focusing on the behaviour target, even though there seems to be little progress (maybe using different strategies to teach the behaviour). Sometimes the right thing to do is to move onto another behaviour target. It can be really helpful to talk it through with colleagues and try to work out why the behaviour seems to be "stuck".
- 12.10 Over time the checklists will demonstrate pupil progress in social and emotional behaviours. The checklists also help class teachers to identify groups of behaviour that need to be developed for the whole class group. This can then inform planning for class activities and PSHE lessons.
- 12.11 Incidents are to be recorded on Sleuth, these are analysed at least each half term to assess progress and/or patterns of behaviour



## 13.0 Monitoring and Evaluation

13.1 Senior Leadership Team

13.2 Governing Body

13.3 The TLC will act as consultation service with its 'targeted' support and 'specialised' when pupils need to be withdrawn from our mainstream. They will advise on strategies and provide personalised approaches where necessary for individuals and/or groups. As well as advice for other staff members.



## 14.0 Appendix1: Interventions and Consequences

- 14.1 The intention is to discourage unwanted, unacceptable behaviour and encourage pupils to enjoy making good choices. We are seeking acceptable behaviour with increased, on-task performance.
- 14.2 Consequences are given as an indication that poor choices have been made, leading to inappropriate behaviour. They are an opportunity for a pupil to realise what they have done wrong and where they could have done better i.e. what direction(s) they have not followed, what would have been a more appropriate course of action and to do the right thing – make a better choice.
- 14.3 Consequences are not intended to humiliate, embarrass or create a 'loss of face' situation for a pupil. We want them to do their work and cooperate with their peers and members of staff. Adults must be very careful when selecting the language and tone of voice they use when giving consequences.
- 14.4 An adult should never use sarcasm, discouraging remarks (e.g. 'about time too', 'so you can do it then!!') or make derogatory comments. The message at all times must be 'I like you but I don't like some of your behaviours, the things you do or say'. It is our professional responsibility to ensure that is how all pupils think we feel about them.
- 14.5 Off task not following instruction
  - 14.5.1 To give pupils the opportunity to reconsider how they are choosing to behave.
  - 14.5.2 Re-direction with take-up time.
  - 14.5.3 Re-direct the student to the task at hand allowing take-up time.
  - 14.5.4 State the direction, e.g. 'your direction is to .....
  - 14.5.5 Re-state the re-direction and ask if the pupil needs assistance to complete the task.
  - 14.5.6 Remind the student of the expected standard of behaviour, explain why it is necessary, and ask him/her to comply or to ask for assistance if needed (This should be done quietly if possible so the pupil does not feel embarrassed to ask for assistance if it is needed).
  - 14.5.7 Take away any object he/she is misusing (to be returned when and if appropriate).
  - 14.5.8 Use the pupils' name.
  - 14.5.9 Remind the pupil of the consequences, with specific emphasis upon the fact that they are choosing not to join in with reward activities.
- 14.6 Consequence
  - 14.6.1 Ask the pupil to stay on at the end of the session to discuss what can be done to improve the situation. If this option is chosen, you must actually see the student, find out what caused the behaviour, and assign an intervention to try to prevent it happening in future. This could be homework if the problem has to do with work or some sort of "community service" within the school. Other consequences are:
    - 14.6.1.1 Not earning reward/Northern House School (City of Wolverhampton) points
    - 14.6.1.2 Inform parents of the behaviour

- 14.6.1.3 Time out of class to calm and then complete work or send it home for completion
- 14.6.1.4 Not earning reward points 'catch up'
- 14.6.2 Should a successful strategy be identified, this is then fed in to the individual's behaviour support plan.
- 14.7 Leaving a class
  - 14.7.1 If a student leaves a lesson, the staff resource available to the teacher should be deployed to ensure the student is safe. The teacher concerned should follow up the incident with a discussion with the pupil. There may be instances where a pupil leaves the class to self-regulate, (this would be or should be within the ISBP) the teacher will use their personal judgement and knowledge of the pupil to determine if a detention, phone call home, sent home with work is appropriate.
  - 14.7.2 The adult concerned should follow up the incident with a discussion/detention to ensure the pupil knows what is expected.
  - 14.7.3 The Learning Director will be available to support the pupil back to the learning environment at the earliest possible time.
  - 14.7.4 Work is to be sent home for completion
- 14.8 Behaviours will result in not earning the right to rewards.
- 14.9 Pupils are to be reminded that it is their choice to modify their behaviour or to choose not to be involved in reward time.
- 14.10 Form tutors may wish to follow up hierarchy of level of involvement if frequency, intensity and level of behaviour is not being modified.
- 14.11 Please see Positive Handling Policy.

## 15.0 Appendix 2: Level of Intervention for Conduct

- 15.1 Hierarchy of level of involvement
  - 15.1.1 In Class Reinforcements
  - 15.1.2 Not Gaining Reward Time Directed to Review
  - 15.1.3 Loss of part of Break or Lunch Time/Community Service
  - 15.1.4 Review of IBP
  - 15.1.5 Educated Away from Group
  - 15.1.6 Reflection
  - 15.1.7 Phone Call and/or Letter Home
  - 15.1.8 Informal Meeting with Learning Director
  - 15.1.9 Informal Meeting with Deputy Head Teacher
  - 15.1.10 Informal Meeting with Head Teacher
  - 15.1.11 Formal Meeting with Deputy Head Teacher and Parent/Carer
  - 15.1.12 Formal Meeting with Head Teacher and Parent/Carer
  - 15.1.13 Internal/External Exclusion
  - 15.1.14 Augmented Timetable
  - 15.1.15 TLC Outreach
  - 15.1.16 TLC Involvement
  - 15.1.17 Professionals Meeting
  - 15.1.18 Managed Move or Permanent Exclusion



## 16.0 Appendix 3: Consequences

- 16.1 Northern House School (City of Wolverhampton) School recognises that there are times when consequences are a key part of managing negative pupil behaviour. They help to define the boundaries of acceptable behaviour with the school and to keep everyone safe.
- 16.2 The emphasis on positive points means that the most frequently used consequence is not achieving a positive point and having to complete catch up time rather than joining in reward time.
- 16.3 Other consequences for negative conduct available to staff at Northern House School (City of Wolverhampton) include:-
  - 16.3.1 Pupils working through break to complete tasks.
  - 16.3.2 Work being sent home to be completed.
  - 16.3.3 Working in isolation within Northern House School (City of Wolverhampton) School.
  - 16.3.4 Phone calls home (usually after end of day de-briefing).
  - 16.3.5 Request for joint IBSP progress review.
  - 16.3.6 Meeting with a member of the Leadership Team.
- 16.4 The Head Teacher may decide to use fixed term exclusion as the ultimate consequence. The decision will usually be made at the end of the day after the de-briefing meeting.
- 16.5 Appendix 4 includes a copy of the fixed term exclusion checklist. The top section is completed by the Head Teacher and the lower section by admin staff. This ensures that all fixed term exclusions follow legal guidelines.
- 16.6 It is expected that parents/carers will attend a post exclusion meeting to discuss the events which led to the period out of school.
- 16.7 The Leadership Team reviews and analyses the use of fixed term exclusions each half term.