Positive Behaviour Policy

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Contents

Pod81 recognises that this *Positive Behaviour Policy* is interconnected with other key policies and should comply with them:

- Behaviour and Discipline
- Anti-bullying
- Curriculum
- Equality and diversity
- Health and Safety
- Online Safety.

Introduction

Promoting good and positive behaviour patterns and character is central to the ethos of Pod81. Many of our students are referred to Pod81 because of their complex and challenging needs, which has led to significant difficulties within mainstream school environments.

At Pod81, a student-centred approach is practised. We strive to understand the individual needs of all our students. Our approach is supportive and caring.

Positive teaching and learning relationships are essential keys to success. Our curriculum aims to make all learning both meaningful and engaging. Students can enjoy the curriculum and feel confident they are learning too.

Positive Teaching and Learning Relationships

Nearly all students respond well to consistent praise and encouragement when they are doing things well. Pod81 aims to promote an atmosphere of achievement and progress.

Positive relationships between all of Pod81's community are essential. Staff are role models in driving positive relationships forward. Staff should be consistent, fair, and confident in achieving good teaching and learning relationships with every student attending Pod81.

Trust and empathy in staff will help students make correct choices in their behaviour when dealing with a situation they deem to be uncomfortable.

Staff should also believe in their expectations of all students at Pod81. Students will only begin to believe they have the ability when staff and others already possess that belief. Staff expectations of every student should remain high at all times. Targeting settings for students should reflect this.

Principles & Good Practice

Close Liaisons with Parents/Carers and Schools

All staff at Pod81 strive to work with parents/carers and schools positively at all times. Close liaisons help staff better understand our students' complex needs and challenges. This relationship fosters good communication and can help fashion the support we give to our students.

Before a student attends Pod81, we can learn about a student's behavioural patterns and triggers, and, more importantly, we can learn about some of the things the student likes and is interested in. This will help to generate reward patterns in the student's *Pod81 Behaviour Support Plan* (PBSP).

Supportive and Structured Environment

A student's poor behaviour often expresses some more profound concern or anxiety. The choice of behaviour cannot be taken in isolation. Nearly always, there will be a cause behind the behaviour.

Although staff at Pod81 will endeavour to identify and support the cause, it can be challenging. Creating a learning environment that is supportive, structured, and caring can influence a student's better choices to behave more positively.

Pod81 Behaviour Support Plan (PBSP)

All students at Pod81 will have a *Pod81 Behaviour Support Plan* (PBSP). Each student will have a set of personal needs and challenges to overcome in this plan. All staff aim to deliver a curriculum and support that reflects these individual needs.

The behaviour will be monitored to ensure the student's needs are met. Teaching must be consistent at all times concerning this practice.

From their initial attendance at Pod81, every child shall have a PBSP. This plan is a working document, and should changes be needed to support a student's progress, then this must be added to the PBSP.

The PBSP should start before a student attends Pod81. Information should be collected from the referring school (see *Pod81 Referral Form*). In the referral form, the school will set out in detail:

- Parental/carer involvement in supporting a student in mainstream school
- Medical concerns
- The difficulties the student faces in mainstream school
- School measures and practices employed to deal with the difficulties
- Challenges encountered in implementing the school measures.

Once the first draft of the PBSP is complete and electronically captured, all data regarding and relating to the student's behaviour and Pod81's support strategies should be included in the PBSP. A live link should then be shared with the student's referring school and any other relevant body.

Principles and Values

Pod81 recognises the principles and values that respect every child, student, and young person's right to education and training, irrespective of age, sex, disability, religion, ethnicity, gender identity, sexual orientation, and gender reassignment.

The best interests of every student are paramount to any behavioural support plan. At Pod81, we consistently encourage students to express their thoughts and feelings to understand them better.

These principles and values Pod81 adhere to are reinforced through the following implementation and practice within our Pod81 community:

- To promote effective communication channels with parents/carers to promote good behaviour and discipline
- Students and staff alike value everyone at Pod81
- Promote mutual respect by listening and providing help and support when needed
- Create a climate of acceptance, trust, and honesty at Pod81
- Always endeavour to promote independent learning to embed confidence, the acceptance that 'It's okay to fail and try again', self-discipline and resilience.
- Unacceptable behaviour is primarily managed in a positive and non-confrontational manner. *'Time out'* and *'calm down'* interventions can help with challenging behaviour. Later, during something positive, the behaviour can be addressed.
- Establish clear, consistent, and easily understood boundaries of behaviour and discipline to ensure safety, respect, and responsibility.

- Sanctions to be a final measure to develop students' choices on poor and unacceptable behaviour
- Sanctions must be applied effectively and proportionately concerning ability, age, and personal circumstances. Proactive behaviour and discipline management should be practised first.

Objectives

- Effective implementation of principles and values
- Consistent and clear guidance to staff and students alike
- Effective leadership to ensure a robust implementation of this policy
- Promote influential young citizens mindful of good social practices concerning behaviour and discipline and are compliant concerning them
- Bring about positive and meaningful change in all our students. Curriculum content to promote tolerance, good conduct, respect, and responsibility
- Students understand the difference between acceptable behaviour and discipline and unacceptable forms
- Staff to always lead by example to promote objectives, values, aims, and ethos of Pod81
- Encourage positive standards of behaviour through all channels of learning
- Provide practical learning content to address the discipline and behavioural needs of all students
- Students learn meaningful content concerning National Curriculum standards
- Eradicate/reduce bullying, targeting, intolerance, and harassment of all students.

Positive De-escalation of Challenging Behaviours

When a student exhibits challenging behaviour, our staff aim to de-escalate the behaviour at the earliest opportunity. Various techniques can be used depending on the student and the type of behaviour being exhibited, such as deflection, tactical ignorance etc.

We want our students to know that their unacceptable behaviour will be challenged consistently, somewhat, but not aggressively.

Addressing Challenging Behaviours

Many students attending Pod81 can exhibit very challenging behaviours. Pod81 tries to address and use supportive measures to prevent unacceptable behaviour.

Pod81 staff will employ every conceivable method to de-escalate a situation that compromises the safety and security of staff and students alike.

The age, culture, gender, needs, and medical history of the student make it difficult to prescribe a remedy for all students. Staff will utilise their understanding of the student to determine which method of de-escalation would be the most effective.

In addition to the positive practices of proactive intervention, as outlined above, the use of space and change of environment is also practised by staff at Pod81:

- *Withdrawal* – Staff should employ the opportunity to offer/ask/tell a student to 'withdraw' from a situation in which they are emotionally distressed. They can then have time to calm down and reflect on how better they could deal with the situation. If students wish to be by

themselves for a while, this is fine, so long as staff maintain a discreet distance from the student to maintain safeguarding.
- If staff feel a student needs intervention, they should carry out the following assessment of risk:
- Identify any hazards arising out of the student's actions and people likely to come into contact with those hazards
- Direct, straightforward guidance to help students positively alter their behaviour.
- Offer a gradual, step-by-step approach that helps the student to deal with their behaviour in simple stages.
- Offer support with guidance and verbal reward for the student's amended actions.
- In certain circumstances, staff could employ *'tactical ignorance'* if they feel intervention could worsen the situation.
- Pod81 aims to employ planned positive distractions for the student.

Rewards

Rewards are an integral part of *Pod81's Behaviour and Discipline Policy*. Staff should ensure every opportunity is taken to offer support, praise, and reward when a student is caught doing well.

This will promote a positive environment and, in turn, lead to greater student involvement and confidence in abilities.

Types of Rewards
- Verbal praise
- Written praise
- App praise to students and parents
- Phone call home
- Postcards home
- Phone/email to the referring school
- Certificate
- Points
- Credits
- Tokens
- Stars and badges
- First choice in activities
- Computer time
- Recreational time
- Extra responsibilities

This list is not exhaustive, and staff should use their discretion and professional judgment if they wish to give other praise.

Please be mindful that overuse of a single reward, particularly a material reward, can lead to ineffectiveness over some time. Try to spread out the variety of rewards for different reasons the reward was given.

Sanction(s)

Sanctions should be considered predominantly when the following have been implemented by staff:

1. **Learning structure**
2. **Support**
3. **Staff circulation**
4. **Deflection**

Example
- Teacher gives student War and Peace to Read **(lack of learning structure as student cannot read)**
- The teacher tells the student to *'Get on with it.'* **(lack of support)**
- The teacher goes and sits down at the desk and begins to edit a scheme of work **(No circulation)**
- Student boils up and shouts, *'This work is stupid! I'm off!'*
- The student pushes over a chair.
- The student ignores requests to calm down and storms out of the room.

In this scenario, there was no:
1. **Learning structure**
2. **Support**
3. **Staff circulation**
4. **Deflection**

Do you think a sanction should be issued?

If a student refuses steadfastly to change or alter somewhat their behaviour, and this could potentially lead to the health and safety of themselves and others being compromised, then there would be no other solution but to use a sanction.

If a sanction is issued, the following must be adhered to:
- All sanctions should be consistent. However, some consideration is necessary to account for age, needs, ability and character when determining a sanction.
- Sanctions should be closely monitored to judge effectiveness
- Staff should make it explicitly clear that the sanction was issued against the student's behaviour and not a sanction against the student.
- Staff should make it explicitly clear as to why and how the sanction was issued.
- Staff should show that the sanction is in the best interests of both the student and others, to show that the sanction was just and necessary for the safety, security, and well-being of all.

Types of Sanction

Sanctions could include:
- Verbal reprimand, accompanied by staff support on how to change behaviour favourably; praise is given if the student responds positively
- Suspension of praise
- Apology
- Phone call/letter home
- Loss of privileges
- Loss of personal time
- Parental/Carer meeting
- Exclusion

In more severe circumstances, Pod81 may have to adopt suspension/exclusion as a method of sanction. All relevant parents/carers and the school must be involved at this stage.
Progressive Sanctions
It is best practice to pursue a policy of issuing progressive sanctions. This will offer greater scope than jumping to a more severe sanction. Following this procedure will help implement the following axiom: *the threat is often better than the execution.*

Progressive Sanctions
- *Verbal reprimand*
- *Apology*
- *Loss of privileges*
- *Confiscation*
- *Removal from a room or group*
- *Class Dojo Message*
- *Phone call home*
- *Letter home*
- *Parental/Carer meeting*
- *1-day exclusion*
- *2-day exclusion*
- *3-day exclusion*
- *4-day exclusion*
- *+ 4 day exclusion*
- *Permanent withdrawal of placement*

Exclusion - Fixed Term (FT) and Permanent Exclusion (PE)

Although Pod81 aims to be inclusive to all students referred to its community, not every student will respond positively, and they will refuse 'point-blank' to respond positively to all the support offered. After all positive means have been taken to address the ***serious negative behaviour (See point DB Persistent Disruptive Behaviour below)***, there will be no choice left but to deem the placement not suitable for the student. This last course of action will be deemed in the best interests of the child and other students at Pod81.

Post-Sanction Reflection Phase (PSRP)

When the sanction has been completed, and in an appropriate and positively framed atmosphere, staff and students can revisit the episode to determine better actions than those previously chosen.

During this reflection phase, staff should:

- Make explicit that it is only the student's behaviour that is being reflected on and not the student
- Only undertake the reflection when the atmosphere and mood are calm and positive
- Listen to the student first
- Explain to the student how better choices could be made next time to prevent sanction
- Describe to the student how feelings can often trigger actions. Offer ways to prevent feelings from triggering actions
- Plan and discuss a positive path for dealing with future situations
- Record meetings and outcomes in students (PBSP).

Clear Boundaries

Establishing clear and consistent boundaries is essential to promoting positive behaviour from all our students. Students are taught why we have rules and procedures to make them feel safe.

Students are taught that the rules and procedures are reasonable and promote good teaching and learning environments; rules and procedures promote tolerance, respect, and trust for others.

The staff at Pod81 must try to create an atmosphere of enforcing a set of rules but create an environment where the rules are understood by all and are necessary for harmony in a positive environment.

Code of Conduct and Expected Standards of Student Behaviour

Pod81 sets out clear standards of expected behaviour throughout the Pod81 day. Students should practise these standards for personal improvement in behaviour and the overall atmosphere of Pod81.

At the start of a student's attendance at Pod81, staff should describe and explain why there are standards of expected behaviour and how the student and others benefit from those standards. *(A record of this session must be recorded in the student's PBSP and signed.)*

Expected Standards of Student Behaviour

- Be polite, respectful, and responsible at all times, both to staff, students, and others
- Cooperate and follow guidance and instruction, both for learning and safety
- Approach all tasks positively so that work can be completed and learning accomplished
- Try their hardest when completing tasks
- Follow health and safety rules, such as PPE or fire evacuation procedures
- Cooperate and follow Pod81's rules on mobile phones, IT use, non-smoking/vaping/weapons/drug use
- Behave appropriately at all times
- Not hurt the feelings of others
- Not to engage in any form of bullying, including taunting, intimidation, threats, aggression etc., to anybody present or not present at Pod81 (see *Pod 81 Anti-Bullying Policy*)
- Cooperate with the *Equality and Diversity Act 2010* and respect all members of the Pod81 community concerning religion, faith and belief, race/ethnicity, gender, sexual orientation, and immigration status.

Strong and Positive Relationships

All staff must build strong and positive relationships with all our students, no matter how difficult and challenging their behaviour may be. We aim to help all our students develop emotional, physical, social, and educational independence.

This, in turn, can lead to more profound respect between all community members.

Whenever a student wishes to speak to a staff member, the student must know there will always be a member of staff there to listen and act on their concerns and anxieties.

Nearly all students respond well to consistent praise and encouragement when they are doing things well. Pod81 aims to promote an atmosphere of achievement and progress.

Positive relationships between all of Pod81's community are essential. Staff are role models in driving positive relationships forward. Staff should be consistent, fair, and confident in achieving good teaching and learning relationships with every student attending Pod81.

Trust and empathy in staff will help students make correct choices in their behaviour when dealing with a situation they deem to be uncomfortable.

Staff should also believe in their expectations of all students at Pod81. Students will only begin to believe they have the ability when staff and others already possess that belief.

Staff expectations of every student should remain high at all times. Targeting settings for students should reflect this.

Good Practice

For Pod81 to promote and establish a positive climate to help develop students' emotional, moral, social, academic, discipline and behavioural change, it must employ reasonable and consistent practice throughout all aspects of its teaching and learning.

The core practices include:

- Rewards
- **P**od81 **B**ehaviour **S**upport **P**lan **(PBSP)**
- **I**ndividual **E**ducation **P**lans *(IEP) if provided by the student's referral school*
- Proactive methods of challenging behaviour than sanctions
- Addressing behavioural and discipline issues only in a *'calm, supportive environment.'*
- *'Time out'* so students can reflect on behaviour in a calm and non-challenging environment.' If students wish to be by themselves for a while, this is fine, so long as staff maintain a discreet distance from the student to maintain safeguarding.
- Close liaisons with parents/carers and the student's referral school.

Pod81 will focus on creating a culture of respect, politeness, and good practice, not through a punitive approach with endless sanctions but through a consistent practice of help, training, and support for all our students.

We aim to promote a teaching and learning environment supportive of respect and consideration for others.

Nevertheless, if all supportive strategies fail, and the whole ethos and safe environment of Pod81 is compromised without end, Pod81 will have no choice but to impose sanctions against the student. This will only be used as a last resort.

(SEMH/ASD/ADHD) - (Social, Emotional, Mental Health) and (autism spectrum disorder) (attention deficit hyperactivity disorder)

Students with (SEMH/ASD/ADHD) are likely to find change disagreeable with their present attitudes, behaviours, and thoughts. They will find difficulty in expressing feelings and doubts. Communication difficulties will nearly always be present.

All staff should be aware and supportive of this matter. Patience, empathy, trust, respect, and high expectations can help students overcome barriers.

Pod81 can help students with (SEMH/ASD/ADHD) by rigorously adopting the following.

- Effective and consistent teaching and learning are both instructional and appealing to students. The student should find all activities stimulating and rewarding.
- Staff to ensure daily routines are rigorously practised. Clear boundaries are explicit and understood by all.
- Teaching and learning are relevant to students and their needs are differentiated to meet their needs, inclinations and abilities.
- Rigorous emphasis on speaking and listening skills to promote understanding and achievement.
- Staff to create and maintain a warm and caring atmosphere throughout Pod81.
- Staff pay special attention to the physical aspects of a classroom or a workshop setting. They should be vigilant for any items or conditions that could trigger aspects of poor behaviour.
- *'Time out'* should be employed to allow a student time to overcome anxiety and to make choices to return to the activity.
- Staff take every opportunity to allow students to make proper choices and for staff to reward them consistently when this occurs.
- Staff should pay careful attention and try to identify a student *beginning* to emotionally, mentally, or physically struggle with activity and provide the necessary support to overcome their concern and anxiety.
- Rewards are thoroughly practised throughout all student activities

Pastoral Support

Pod81 will promote all its students' physical, mental, and emotional well-being. *(see above)*

Furthermore, Pod81 will liaise closely with a student's parents/carers, referring school, and any other agency working with the student. With this pastoral support, Pod81 can endeavour to identify and act on any unmet educational, social, physical, and mental needs a student may be experiencing.