



GOSDEN HOUSE SCHOOL BEHAVIOUR POLICY

Gosden House School recognises and values the contributions that parents, carers, governors and other members of the community can make. We will endeavour to encourage the wider community to understand the aims and vision of the school and to involve them wherever possible.

Provision of information in other formats

We will endeavour, wherever possible, to provide information in alternative formats when required or requested.

Examples of this are by using email, royal mail, enlarged print versions, audio tapes, translations, symbolled text.

Adequate prior notice would be required through the school office.

Accessibility to premises

To continue to ensure that the school building and grounds are accessible to the extended school community, pupils, staff, governors, parents and community members.

GOSDEN HOUSE SCHOOL

POSITIVE BEHAVIOUR + DISCIPLINE POLICY

Introduction

The Governors' statement of principles has been produced in response to the Education and Inspections Act 2006 (section 88(2)).

Purpose of Policy

The purpose of the Behaviour and Discipline Policy is to fulfil the Governors' duty of care to the pupils and employees by:

- Promoting teaching and learning and high standards of attainment across the school
- Promoting the principles of 'Every Child Matters' through ensuring that all pupils have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being
- Preserving the ethos and reputation of the school.

Statement of Principles

The Governors of Gosden House School will ensure that all school policies are in accordance with the principles of the Education and Inspections Act 2006 and the equality and disabilities legislation. All pupils and parents are expected to comply with the policies as published.

The Head teacher of the school will be responsible for devising the policies with reference to these principles and ensuring that copies are available to staff, pupils and parents of the school.

The Governors of Gosden House School have a duty of care to all members of the community. They are committed to supporting the school aims and improving the learning experience for all pupils by minimising disruption to the learning in lessons. The Governors aim to promote an environment which eliminates all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, access to the curriculum for all, the welfare of pupils and staff and good relations across the whole community.

Every pupil at Gosden House School is an individual and, therefore, will have their own personal and complex needs. Pupils who are vulnerable will be supported to help them meet the expectations of the policy.

What Legislation Does This Guidance Relate To?

The policy takes full account of the legal entitlements as laid down in:

- DFES Keeping Children Safe in Education: for Schools and Colleges (2016)
- DFES 'Guidance on the Use of Restrictive Physical Interventions for staff' and updated guidance issued by DCSF (2013)
- The Department for Education guidance document 2013 'Use of Reasonable Force'

Growing lives, building futures

'Inspiring and challenging our community to help grow'

Gosden House Vision 2017

Philosophy

Gosden House School is a learning community where all members work together to achieve learning with confidence and:

- All members of the school community are learners
- All our learners strive for their personal best
- We value individuals, respect each other and learn in a safe, welcoming environment
- A culture of achievement is celebrated across the school.
- Gosden Leavers graduate with the skills for life-long learning and are able to form and maintain healthy relationships.

To achieve the school vision and aims it is important that all pupils behave in a way that allows learning to take place in a calm, well-structured and caring environment. Pupils are taught to respect themselves and other members of the community, follow the rules and meet the high expectations of the school.

Our role as a school community is to guide and encourage pupils to understand the balance between rights and responsibilities, and to take greater ownership of their moral and personal responsibilities as they progress through the school and into adult life.

The Governors' responsibility for the reputation of the school extends to actions of pupils on their journey to and from school, when in school uniform and behaviour in the community which has a direct impact on another pupil or member of staff who is a part of Gosden House School.

The Head Teacher will work closely with external support services, including the police, as appropriate, to ensure that the good reputation of the school and the well-being of staff and pupils is protected through the policies. It is recognised by the Governors that the application of rewards and sanctions must have regard to the particular circumstances and the individual pupil. Therefore, the head teacher is expected to use her discretion in the implementation of the policy.

Behaviour Support Strategies and Resources

There is a process for supporting students who display various types of behaviours in the school and classroom. Gosden House School is a nurturing environment and our staff aim to follow a predictable routine. This includes predictably working with individuals who display behavioural challenges. This is to ensure pupils and staff feel valued and supported.

We use a wide range of methods/strategies to promote and develop excellent behaviour and therefore support in a holistic way to develop and nurture our pupils' wellbeing. This is included but not limited to:

- Use positive encouragement for good behaviour, rather than sanctions wherever possible
- Use a wide range of methods/strategies to promote and develop excellent behaviour: praise and encouragement, social stories and prompts, behaviour agreements, time-out options and quiet space, stress relieving strategies to encourage pupils to self-regulate, individual timetables and rewards/sanctions, Personal Learning Plans
- Modelling of expected behaviour by staff.
- Regular and timely contact with parents by Home/School Contact Books, telephone, Parent meetings, etc.
- Other behaviour management strategies include - verbal warning, names on the board and strike system, removal from class, making up wasted time, loss of privileges, referral to Leadership Team, phone call/letter home, referral to external agencies, internal exclusion, external exclusion.
- Restorative approach – everyone is encouraged to understand that their behaviour has an effect on others and as a result will have consequences. Pupils are given the opportunity to reflect on their behaviour and discuss what happened. Where appropriate pupils are supported to work through 'Stop and Think' sheet designed to encourage pupils to reflect on the impact of their behaviour.
- Staff have access to a range of CPD opportunities to develop their behaviour for learning strategies and skills. We support and encourage staff who are experiencing difficulties with individual or groups of pupils to discuss and share ideas including the use of Solution Circles, supportive discussions in class teams and within phase department meetings.
- We recognise the need for good behaviour to be explicitly taught and ensure that appropriate behaviour is discussed within the whole-day curriculum (assemblies, tutor time, PSHE, etc.) as appropriate.
- Referral to therapeutic support if appropriate – e.g. Emotional Literacy Support Advisor (ELSA) input, Riding for the Disabled, Educational Psychology, occupational therapy linked to sensory needs, Garden Therapy.
- Pupil and parental involvement with Home/School Link Worker (HSLW)
- Visual reminders (*i.e. warning cards*)

Whole School Approaches

Bucket Filing

Bucket Filing is a character development programme that we use throughout the whole school with pupils and staff. It focuses and encourages pupils to develop the positive personality attributes of kindness, respect, fairness and citizenship. It is a visual way that pupils of all ages can understand the motivation behind behaviour and to help empower them to make positive changes in the way they treat one another.

Passports for Learning

Passports for Learning are in place for pupils who have previously had a behaviour plan in place or if it is determined by staff/pupils that they would benefit from having one to support them. These passports have been developed by Gosden House School using the Child and Adolescent Mental Health Services (CAMHS) traffic light system to reflect a pupil's levels of emotion and the necessary strategies available to help to manage and reduce barriers to learning thus supporting the whole child and helping them to remain on 'green'. Aspects included in the plan could be linked to emotional and sensory needs depending on the pupil. Wherever possible, Passports to Learning will be written with the student to promote ownership of the strategies agreed upon with the appropriate member(s) of staff. The aim is that students learn to manage and self-regulate their own feelings and behaviour. These support the sharing of key information about a pupil to all staff so that effective strategies and approaches are consistently used. See *Appendix 1*.

Appendix 2 illustrates how school staff will support and promote de-escalation and self-regulation for pupils displaying behaviours at all levels.

Primary Positive Behaviour Support

Gosden House Primary Department takes a positive behavioural support approach based on pastoral care and an understanding of each individual child's personal needs. Reward systems are developed on a class-by-class basis and a small number of pupils will have:

- Individual reward systems *or*
- "Brilliants" rewarded to celebrate pupil achievement at school assembly
- Behaviour Support Plans developed in collaboration with parents for students requiring extra support with their school day (see *Appendix 3*)

1-2-3 Magic

1-2-3 Magic is a behaviour management technique used within our primary setting. It is used to encourage desirable appropriate behaviours (“Start behaviours”) and decrease less-desirable/problematic behaviours (“Stop behaviours”). This is a formal method and should be strictly adhered to when used as a behaviour management technique. See *Appendix 4* for a description of the strategy.

Secondary Department Positive Behaviour Support

All pupils and staff have the right to be safe while attending Gosden House School. When pupils and staff feel safe they are able to access greater levels of creativity and learning, and they will achieve their best. People who feel safe naturally promote safety around them.

All pupils and staff have the right to be respected at Gosden House School. Our pupils and staff develop mutual respect through courtesy, kind language, actions and encouragement.

All pupils and staff at Gosden House School develop and maintain their ability to be responsible by completing work, participating in various events and embracing challenge.

Secondary Department School Rules

Safety

Respect

Responsibility

Gosden House School Never, Never Rules:

N1- We never hurt another person with our words or actions

N2- We never throw, push, kick or damage anything at school

N3- We never take something that belongs to someone else

The Gosden House Secondary Department Support & Reward System is a programme we work on in partnership with our pupils to encourage them be SAFE, RESPONSIBLE and RESPECTFUL citizens at school, home and in the community.

Our goal is for all pupils to achieve their best, and we believe they can do this if they know they are in a safe place. The Secondary Department Support & Reward System has been developed by Gosden staff to support and guide our pupils toward becoming *safe, responsible* and *respectful* young people. These are the building blocks for developing and maintaining healthy relationships, holding a steady job and being able to contribute to the school and local community. The Support & Reward System will also help us recognise any patterns in times of the day/week in which pupils might need extra encouragement and support. *Appendix 5* fully explains the Secondary Department Positive Behaviour Support and Reward System.

Acceptable forms of touch/physical intervention

There are many occasions when staff will have cause to have physical contact with pupils for a variety of reasons for example:

- First Aid
- To comfort a pupil in distress (e.g. *high fives, hand on shoulder, etc.*) so long as this is appropriate to their age
- To direct a pupil (holding hands, hand on shoulder etc.)
- For life skills and educational skills (changing for P.E, toileting, using cutlery etc.)
- In an emergency to increase safety to the pupils or pupils
- To increase safety to pupils and staff

In all situations where physical contact between staff and pupils takes place staff must consider the following:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The location where the contact takes place (it should not take place in private without others present)

If pupils require physical support on a regular basis this information will be documented on an individual plan such as a handling plan, toileting plan or behaviour plan.

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with a pupil's neck, breasts, abdomen, genital area or other sensitive body parts, or to put pressure on joints. To protect students and staff, routine manual handling will not become the sole responsibility of a particular staff member for a specific student.

Health and Safety

A pupil or pupils who are threatening or putting at risk the health and safety of self or others will be removed immediately. Staff are trained in 'Positive Touch' and de-escalation strategies. In the case of physical removal only staff trained in the use of Crisis Prevention Institute (CPI) Methods (MAPA, Management of Actual and Physical Aggression) will be used and only when working in pairs. Restrictive physical intervention will be appropriate for individual pupils where a plan and consultation between staff, parent/carers has taken place.

Where these procedures are not possible staff will evacuate all pupils and other adults to a place of safety, such as another room. In an emergency incident staff may take into account the use of reasonable force and their responsibilities under duty of care.

Reasonable force must only be used as a last resort once when all other de-escalation strategies have been exhausted.

There is no legal definition of 'reasonable force'. The use of force can only be regarded as *reasonable* if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent. It is essential that any discussion of physical intervention be set in the wider context of education and inclusion support; it should not be seen as an isolated technique. The vast majority of the time there will be no need for physical intervention and other approaches will be used.

The Legal Context

The document that concerns us most is Section 550A of the Education Act 1996. This led to Circular 10/98, which sets out guidelines for the use of 'reasonable force'.

A calm considered approach to the situation is needed. When circumstances justify, staff can:

- Physically put themselves between learners.
- Use Holding.
- Lead a learner by the arm
- Shepherd a learner away by placing a hand in the centre of the back.
- (In extreme circumstances) use more restrictive holds.
- Any necessary action consistent with concept of 'reasonable force'.

Types of incident where the use of reasonable force may be necessary:

- Action due to imminent risk of injury to self/others.
- A learner attacks a member of staff or another learner.
- A learner is running up and down a corridor in a way that could cause injury to self/others.
- A learner is absconding (NB. this only applies if the child is at risk if they attempted to leave the grounds).
- Action due to developing risk of injury or **significant** damage to property.
- A learner is engaged in or on the verge of starting to **significantly** damage property.

Assessment & Monitoring of Strategies and resources

- Passports to Learning and Behaviour Plans
- Reviewing effectiveness of individual IEPs in guidance with FLAGNET
- Department Meetings and Solution Circles
- Parental Feedback
- Yearly Pupil Survey
- Improved academic attainment
- Improved attendance
- Incident and Bullying Reports Record of Occurrence
- Exclusion figures

Policy Review

The policy is agreed by the governing body and reviewed on a regular basis; the impact of the policy will be monitored and reported to the Governors annually. The Behaviour Policy will be available to view on the school's website. In accepting a place at the school, pupils and parents are agreeing to the policy and abide by the rewards and sanctions as published.

In the process of the annual review the Senior Leadership Team will consider to consider the following:

- Does the rationale reflect current practice in the school?
- Is the school successful in meeting the aims in this policy?
- Is there evidence that the strategies for behaviour management and support are effective?
- Does the allocation of resources allow for effective implementation of behaviour management?
- Do the assessment, recording and reporting arrangements clearly identify pupil achievement and fulfil legal requirements?
- Are the health and safety arrangements implemented in a consistent manner?
- Is there evidence around the school that demonstrates pupil achievement and enjoyment?

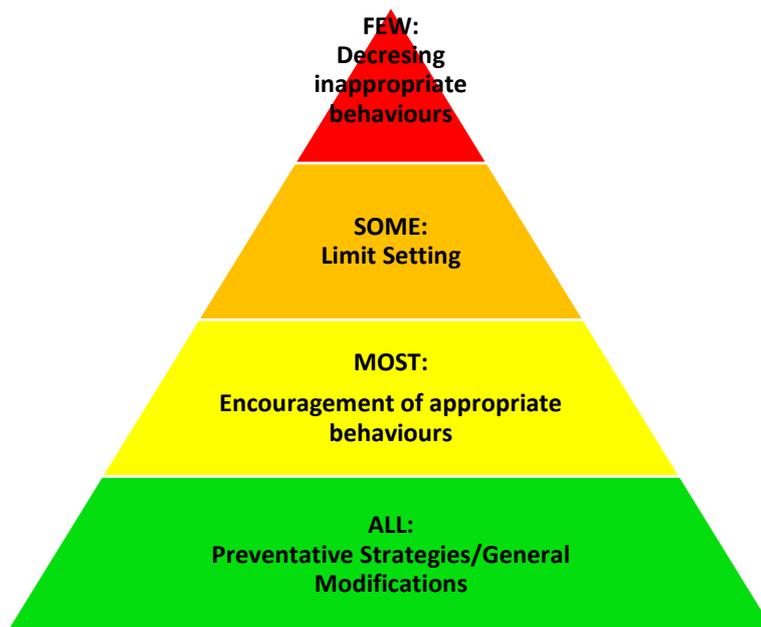
Appendix 1- Passport to Learning (example)

My Passport to Learning

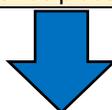
Name	Student
My IEP Targets	<ul style="list-style-type: none"> To use my chill out area when I am feeling worried or anxious. To ask to leave the room if I am feeling yellow and get support from a trusted adult. To not stop my classmates from learning. Complete of all my coursework and can be entered into Entry 3 and Level 1 courses. To work hard so that I can be sit my Level 1 maths exam in the Summer Term.
When I am on green...	<p>It feels Like.....I am happy, chatty and keen to contribute in class. I enjoy learning and am keen to do my best.</p> <p>It looks like..... I will be smiley, focused and have good eye contact. I will want to complete all my work during the lesson.</p> <p>Things that help me stay on green.....</p> <p>I see Elsa for nurture time.</p> <p>I support in Primary</p> <p>If I am getting something wrong can you tell me quietly and use humour</p> <p>I like help if I don't understand something</p> <p>I like to be kept busy in the lesson.</p> <p>I have taken my medicine.</p> <p>I have had a good night's sleep</p> <p>I am well and don't have tonsillitis</p> <p>I am sitting in the same seat.</p> <p>I have space and am near the door</p> <p>I have been given the option to work independently.</p> <p>I know and have been able talk through any changes.</p> <p>I have been given time to be listened to and feel that my views have been heard.</p> <p>I am getting on with my friends inside and out of school.</p> <p>Things are going well with my dad.</p> <p>There is good communication with my Mum and School.</p>
When I am on amber	<p>It looks like.....</p> <p>I haven't been listened to.</p> <p>My face gets red</p> <p>I will look at you less.</p> <p>I will become excited and loud.</p> <p>I find it hard to focus</p> <p>I find it hard to sit up in my chair</p> <p>I might fold my arms.</p> <p>I will smirk.</p> <p>I find it hard to concentrate</p> <p>I will pretend like it don't care and will begin to ignore you.</p>

	<p>Things that help me get back on green.....</p> <p>I need to ask to leave the room If I stay in class I can distract other students I need to speak to a trusted adult and talk through things I need fresh air and space It helps if I can listen to music. If I am worried about something it helps if an adult rings my Mum.</p>
When I am on red....	<p>It looks like.....</p> <p>I will refuse to participate, I will be very loud and rude, I can become very disruptive and encourage other students to become involved in negative behaviour. I will leave the room without permission. I sometimes pull faces and smirk at staff and other students. I will pretend that I am not listening I will tap on desk and turn body away from person speaking. I can look as if I am very angry but I feel like crying I will cry and appreciate someone nearby to talk through things.</p> <p>Things that help me get back on green.....</p> <p>I need adult support to leave the room I need someone to be nearby but not in my space I need a trusted adult to know how I am feeling. I need to know that when I am ready to talk that someone will listen. It helps if the person says that they will check on me every five minutes. I might need to cry. I need to be reminded in a supportive and non-confrontational way that I need to make good choices and that I am a kind person.</p>
Agreed Sanctions	<p>Leave classroom so that I don't stop other people from learning. Any work missed must be completed during the next day's lunch and break-times. I will sit with an adult and talk through my behaviour and think about what I can do differently next time and how I can try to make things better. I will complete a Stop and Think sheet. My mum will be called.</p>
Other important things....	

Appendix 2- De-escalation strategies and approaches



Step 1- Preventative Strategies/General Modifications
Designated adult to meet pupil at the bus and escort through the building to their classroom, so that s/he enter the classroom calmly.
Create and consistently show pupil his "STICKER CHART" to see when s/he is over-stimulated, distracted or is feeling anxious, or when s/he has a task to focus on.
Strategic seating at all times so pupil is supported and in a predictable space in class during classwork
Modify activities and expectations with pupil during carpet/circle time as s/he likes to move around- allow him to come to the front as he is able to pay better attention
Use a picture/sequence chart with NOW-NEXT-LATER that outlines a basic daily schedule to help them anticipate transitions. Announce upcoming transitions (playground Whistle card, in class transitions with count-downs)
When queuing, ask pupil to carry something, as well as place them in close proximity to an adult

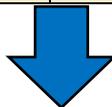


Step 2- Encouragement of Appropriate Behaviours	
INTERVENTION	EXAMPLE
<i>1-2-3 Magic to be used as appropriate</i>	
Frequent verbal/gestural cueing to help pupil understand positive expectations	<i>"I play with kids who share." "I spend time with pupils I can trust."</i>
Give enough time/preparation time for upcoming transitions and any changes in his plans or routine. Pupil needs to know the routine each day. S/he likes to be reminded about what is happening next. Give them helper roles to help assist him with transitions.	<i>"Time to clean up in 5 minutes... 2 minutes... 10 seconds" (countdown)</i>
Praise other children nearby who are displaying appropriate behaviour	<i>"_____ and _____ are cleaning quickly! Good job ____! You'll be ready for lunch/play/lesson."</i>
Frequent descriptive praise of appropriate behaviour. Catch them 'being good', especially when he is not drawn	<i>"You're sitting quietly. Well done!" Pupil responds positively to</i>

into others' inappropriate behaviours	attention and reinforcers.
Use of proximity and attention whenever possible and reasonable in order to reinforce appropriate behaviour	<i>"I can see you working hard on _____. When you are finished you can put a sticker on your chart."</i>



Step 3- Decreasing Inappropriate Behaviours (Limit Setting)	
INTERVENTION	EXAMPLE
<i>1-2-3 Magic to be used as appropriate</i>	
Clear non-verbal cueing to assist in conjunction with short, simple verbal phrases, in close proximity	Makaton, hand-signal, facial expression and/or eye contact. Use for positives as often as possible. <i>"We are quietly putting blocks away."</i>
Give directives in the form of a choice (promote pupil's need for independence and decision-making) using a firm, but gentle voice	<i>"You can sit near me and listen to the story quietly and put a star on your chart, or you can take a quiet minute and try again in a few minutes."</i> Counting may help as well- <i>"You have until 3 to make this choice..."</i> .
Clear limits are set by clarifying positive and negative consequences, in a firm voice (give Pupil time and space to respond)	<i>"Sit with us quietly or take a quiet minute... show me what you are going to do."</i>



Step 4- Decreasing Inappropriate Behaviours	
INTERVENTION	EXAMPLE
<i>1-2-3 Magic to be used as appropriate</i>	
Clear limits set regarding when a "Time Out" will be used. Avoid giving too much attention when s/he is angry (give them a minute to comply)	<i>"You will need to calm down and quiet down or you will need to take a Time Out. Can you take a quiet minute down or do you need to go to Time Out? That's great. You will earn an extra sticker for that..."</i>
A clear warning given to comply or he will need to take a Time Out. Give clear but concise POSITIVE and NEGATIVE voices (give them a minute to comply)	<i>"That is your second warning. You have made the choice to go to Time Out now for 5-minutes."</i>
If pupil is unable or unwilling to take a 5-minute Time Out in class, the teacher will employ a teaching assistant or call the office to ask for assistance in escorting them to the next class to do his Time Out there. An 'on call' team might include Adam, Fiona and others.	<i>Staff will be neutral and give minimal attention to Pupil. He can return to class after 5 minutes of calm and quiet sitting. He will be happily welcomed back to class.</i>
Once Pupil returns to the classroom, we consider it a CLEAN SLATE! We do not need to remind them of their poor choices.	<i>"I can see that you are calm now. Let's try again. I know you can do it! What do you need to do to earn a sticker?"</i> <i>"Good for you! You are really learning to help others and control yourself."</i>

Along with encouraging positive behaviour, Gosden House aims to protect students and staff by having clear boundaries for unacceptable behaviours. These are called “Never, Never Rules”.

Appendix 3- Gosden House School Primary Behaviour Support Plan example

Gosden House School BEHAVIOUR SUPPORT PLAN

Name: PUPIL D.O.B. _____

BEHAVIOUR

Behaviours when upset/angry include:

- throwing objects, furniture, etc across the room and shouting
- hitting out at staff and children who are nearest to him at the time
- running off away from adult

Cycle of Behaviour:

PUPIL seeks adult attention when in the classroom. He finds it difficult to complete work tasks without asking for help, attention, etc. During less structured time, particularly playtimes, PUPIL wants to lead the play and impose his will on his peers. He finds it difficult if this does not work out. Alternatively he can become over stimulated and is not able to regulate his heightened emotions.

FUNCTION

<i>Behaviour</i>	<i>Function</i>
Throwing items around and shouting	I have had enough and I need space to calm down
Hitting other children or staff; running away	I feel out of control. I do not know how to communicate this. I know this is wrong. Please help me.

ENVIRONMENT

Physical

PUPIL manages his behaviour better in a classroom environment. He responds well to familiar adults and to the structure provided. The challenges of the playground environment or play activities in the classroom are more likely be the cause of difficult behaviour.

Instructional

Offer PUPIL a choice of desirable behaviours and encourage 'good choosing'. It is important to use simple, minimal language.

Interpersonal

PUPIL enjoys interacting with other children; however, members of the staff need to be aware that this can deteriorate quickly.

Predictability & Structure

Structure helps PUPIL know what is going on but he is able to cope with changes. There is predictability in PUPIL's behaviours in that he becomes more and more excitable and louder.

Communicative

It helps to remind PUPIL about the behaviour that is expected from him before playtimes, etc.

Control

PUPIL becomes very frustrated when he feels that he cannot control and lead other children. He also has a strong sense of 'fairness' and if he feels that he has been blamed for something he has not done or that he is not being listened to he quickly becomes upset, which leads to his undesirable behaviours (see above).

Additional Factors

Delayed speech

Immature emotional development

GENERAL SKILLS

Communication

To develop language to verbalise his feelings.

Social Skills

To play with peers without having to take the lead all the time

To be able to play quietly and on his own at times

To line up with his peers appropriately

REPLACEMENT SKILLS

To develop PUPIL's self-esteem.

To provide places where PUPIL knows he can go to when he is feeling upset.

To be able to use language or visuals to recognise that he needs to go to a quiet place

To give him the choice to stay inside with an adult at playtimes when his emotions are 'heightened'

RELATED SKILLS

To increase the amount of time PUPIL can concentrate on a learning task independently.

To be able to engage in play activities without always taking the lead.

To transition successfully between end of play when lining up.

To sit quietly and calmly in group next to peers

COPING & TOLERANCE SKILLS

To respond well to end of play when lining up.

To sit quietly next to peers in class

REINFORCEMENT

Verbal praise.
Individual targets
Reward charts and certificates

REACTIVE STRATEGY

Staff need to be aware of signs that PUPIL is getting stressed. If behaviours become physical when in the classroom, remove children (TA'S) and teacher and/or familiar adult to remain in the room with PUPIL. Remind PUPIL that his behaviour is unacceptable and that it needs to stop. Use no further language. Give him no attention unless he starts to throw – then remind him firmly to stop. Leave him for approximately 5 minutes – no language or attention. Then offer your hand and say 'Are you ready?' Tell him he needs to tidy any mess
When behaviours become undesirable outside the classroom, tell him firmly to stop and that his behaviour is unacceptable. He will often run or go down and refuse to move. Do not attempt to move him. Ignore him – no language or attention. After 5 minutes offer you hand and say 'Are you ready?'
If PUPIL says no when asked if he is ready, leave him for another couple of minutes and then repeat your question. If necessary ask for a familiar adult to come and deal with him.

RESTRAINT

Restraint is not required. However PUPIL will not be allowed to hurt another child or adult and it may be necessary to move him.

RECORDING & REPORTING

Good behaviour to be recognised.
Parent to be informed in the home school book or on the phone if there has been an incident.
Incident forms filled in.

Date: 17.06.16

Compiled By: Teacher, June 2016

Parents provided with a copy: Yes

Appendix 4- Using 1-2-3 Magic

How to use 1-2-3 Magic for STOP Behaviours

1. After a child displays inappropriate behaviour or does not respond, CALMLY say “*That’s 1*”, then do not speak. Wait 5 seconds.
2. If behaviour continues, say “*That’s 2*”, then do not speak. Wait 5 more seconds.
3. If behaviour continues, say “*That’s 3. Time out.*” Do not talk, do not argue or get emotional, even if they refuse. YOU are in control.

Encouraging START behaviours

- Positive reinforcement (*e.g. praise, 2-3 positives for 1 negative, 5-a-day*)
- Simple requests- matter of fact vocal tone
- Timers
- Natural consequences- within safety reasons
- Charts
- Counting

Before using 1-2-3 Magic

- Explain what the counting means and what will happen

Length of Time-out

- Approx. 1-3 minutes

Time-out area

- Designated area in classroom

After the time-out is over

- NO lecture, NO apologies, NO discussion

If they do not go to the time-out area on their own

- Gesture (point, guide) to go there
- Hold their hand and walk them there
- Choose an alternative consequence
- IF THE CHILD DOES NOT LEAVE, DO NOT DISCUSS IT WITH THEM- JUST WALK AWAY AND COME UP WITH A CONSEQUENCE!
 - *It’s better to remain calm by dealing with it later*

Appendix 5- Secondary Positive Behaviour Support and Reward System

Student Name: _____ Week Beginning: _____ My Friday Target: _____

Students begin each lesson with a 3 and stay there by being *safe, responsible* and *respectful*. If they choose not to, they receive a "courtesy reminder" to do so. If they continue, they are given a "reminder" and move down a point to a 2. If it continues they move down to a 1, then 0... This is represented visually in each classroom.

Does it keep people SAFE?	Is it RESPONSIBLE?	Is it RESPECTFUL?
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N1: We NEVER hurt another person with our words or actions	N2: We NEVER throw, push, damage or kick anything at school	N3: We NEVER use hurtful language toward an adult	N4: We NEVER take something that belongs to someone else
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If a student chooses to act out a "We NEVER..." rule, they earn an "N_" in that session and an incident report is written up.

	Lesson 1 9.00-9.45	Lesson 2 9.45-10.30	Play 10.30-10.45	Lesson 3 10.45-11.30	Lesson 4 11.30-12.15	Lunch 12.15-1.15	Lesson 5 1.15-2.10	Lesson 6 2.10-3.00	DAILY TOTAL
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
0-point sessions:	1-point sessions:		2-point sessions:		3-point sessions:		WEEKLY TOTAL:		

My Weekly Progress:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120

Weekly Party
Half-Term Event & End of Term Trip

What do the points "3, 2, 1, 0" mean?

All pupils begin each lesson with a "3". This is intentional, as we want pupils to know we accept them and believe the best about them every single lesson. Each class will have a visual with pupils' names on the wall so they can see they begin on a 3. There are eight lessons/sessions each day and pupils can earn up to 3 for each session (24 points possible each day and 120 points each week).

If a pupil earns a 3: it means they have been safe, responsible and respectful throughout the entire lesson/period. They have kept themselves and others safe, they have been responsible by doing their best during the lesson, and have respected themselves, others and the school community. They may have had one "courtesy reminder" to encourage them to make the right choice.

If a pupil earns a 2: it means staff have given them one "reminder" to be safe, responsible and respectful in a lesson/period.

If a pupil earns a 1: it means staff have given them two "reminders" to be safe, responsible and respectful in a lesson/period.

If a pupil earns a 0: it means staff have given them three "reminders" to be safe, responsible and respectful in a lesson/period. Pupils cannot earn an 'automatic' 0.

How do pupils 'lose' points?

Pupils do not earn all 3 points in a session when *they* make a choice to be unsafe, irresponsible or disrespectful after they have already received a *courtesy reminder*.

What does "N" mean?

To help *all* pupils and staff feel safe here at Gosden House School, we have established a small number of actions that are unacceptable for a pupil at Gosden House School. These are called "We

Never...”. This includes physical, emotional and verbal abuse, as well as property damage. If a pupil chooses to engage in such behaviour, they earn an N, parents are notified and an incident report is written. Depending on the severity of the behaviour, other disciplinary measures may be taken.

How will this support Gosden pupils?

This will help ensure all adults who work with pupils are using the same language and are consistent with how we support and reward them. It will also help us recognise if pupils need additional support throughout their day/week. It will help pupils and staff develop trust for each other.

What are the rewards and how is the “100 point average” worked out?

Weekly	Half-termly	Termly
- Class-based activity for pupils who earn at least 80-points.	- School-based activity for pupils who earn an average of 100 points per week (out of 120)	- Off-site reward trip for pupils who earn an average of 100 points per week throughout the term

Pupils must earn about 100 points per week (give or take a few) in order to attend the half-termly event and termly trip. In a 6-week *half-term* it means that pupils must earn 600 points. This means that they can have weeks where they earn less than 100 and still go on the trip, as long as they have had other weeks of more than 100 points to total 600 (or higher).

If the *whole term* is 14 weeks long, they must get 1,400 points (about 100 per week). This means they can have up to 20 reminders each week and still attend the half-termly and termly reward.

What if a child misses a day of school due to illness or approved absence?

If they miss a day due to illness or approved absence, they will not have to earn as many points. We will work this out and let them know what their new target is.

Will this change any extra support (e.g. ELSA, therapy, 1:1) pupils receive?

No. The Support & Reward System will help everyone know if pupils need more support.

Appendix 6- My Tree of Success



Person Responsible	Head Teacher Secondary Head Outreach Coordinator
Date Implemented	February 2017
Reviewed by	Governors February 2017
Date for Review	February 2018

Bibliography and Additional Reading

This policy should be read in conjunction with other school policies including Learning & Teaching Policies and E-Safety Policy,

Bibliography

Behaviour and Discipline in Schools: A guide for head teachers and school staff. Department for Education (2011)

Keeping children safe in education: Statutory guidance for schools and colleges, DFES (2016)

MAPA Foundation Programme Manual CPI

North West Surrey Specialist Teaching Team Model Behaviour Policy, Surrey County Council (2016)

Physical Handling Policy. Surrey Local Authority

Section 550A of the Education Act 1996: The Use of force to Control or Restrain Pupils, DFEE Circular Number 10/98 (1998)

Additional Reading

1-2-3 Magic by Thomas W Phelan

Inside I'm hurting by Louise Bomber

What about me by Louise Bomber

Classroom Behaviour by Bill Rogers