

Interim Positive Behaviour Policy



Rosstulla School

Together Towards Tomorrow

Chairperson's signature: _____ Date: _____

This policy has been put in place in the interim as the school embarks on a programme of development and improvement in the support of social and emotional wellbeing for our pupils, staff and indeed the whole school community.

It is informed and guided by current legislation, recent DE guidance and ETI guidance.

The Positive Behaviour Policy actively works together with the suite of safeguarding policies, i.e. Safeguarding and Child Protection, Safe Handling and Anti-Bullying Policies, to promote the welfare and wellbeing of all the pupils. Bullying behaviour of any kind is completely unacceptable within the school community.

Rosstulla school has been undergoing a period of significant change. Over the past 4 years we have been seeing an increase in the complexity and co-morbidity of needs of our children and young people. Our Primary department is now made up almost entirely of pupils with severe and complex needs. The secondary department is supporting a wide range of pupils with severe to moderate learning difficulties along with other complex needs.

Following the disruption of COVID 19 we embarked on a journey of rebuilding the ETHOS of the school. This was guided by CSSCNI Ethos Development programme and was completed in consultation with the whole school community including Governors, parents, staff, pupils and community stakeholders. As an outcome we have agreed and established the following statements and are fully committed to working within this Ethos. In addition, this work has led us to embark further on a programme of Whole staff development in the field of supporting pupils in managing themselves socially and emotionally in preparation for learning.

Statement of Ethos

At Rosstulla, we are committed to being a welcoming school in which everyone feels valued, respected and supported. We aim to provide a nurturing, inclusive learning environment where each child is enabled to reach their full potential. We will strive to develop the life skills each pupil needs to become a valued member of their community, celebrating individual success and achievement along the way.

Values

Safety & Security
Teamwork & Support
Respect & Kindness

Vision statement

At Rosstulla we strive to provide an inclusive, safe and nurturing environment with respect for the individual needs of each pupil. We aim to provide a flexible, holistic and fun curriculum which will help to build confident and happy young people, prepared for life beyond school.

Mission statement

We work collaboratively in staff teams, with parents & other agencies.
We take a supportive, nurturing and caring approach.
We centre all our decisions around the needs of the pupils.
We provide flexible, fun and skills-based learning opportunities.

TAG: TOGETHER TOWARDS TOMORROW

Supporting social behaviour and emotional wellbeing

We recognise a need to make a shift from methods where adults manage and modify the **visible behaviours** in class to supporting the young people and working with them to resolve the real need underlying the **behaviour**.

We are committed to making this shift under the principles of nurture and trauma informed practice

The 6 Principles of Nurture

1. Pupil's learning is understood developmentally Staff respond to pupils at their emotional/developmental level. The response to the individual young person is “as they are”, a non-judgemental and accepting attitude.

2. The classroom offers a safe base We offer structure and predictability. Staff are reliable and consistent in their approach—working together supportively. Pupils need to feel safe and to trust our environment and the people around us to progress. Relationships are key.

3. The importance of nurture for the development of self-esteem Staff listen to the voice of and respond to pupils - showing they are valued and noticed. Staff seek to understand and know each pupil well, creating a safe place to make mistakes.

4. Language is a vital means of communication and is more than words Pupils are helped to understand and express their feelings. We provide opportunities for conversations, informal opportunities for talking and sharing. Pupils must feel heard. Our interactions should be positive, respectful and consistent.

Language used by adults is consistent with nurture, so that all are supported to feel:

- You belong here
- You are welcome here
- I like you
- You are safe here
- Your feelings are okay with me
- You can explore and learn
- You can work with me
- I will be thinking about you, and keeping you in mind
- I believe in you

5. All behaviour is communication Staff endeavour to understand what the pupil is trying to tell us and respond in a firm but non-punitive way (not provoking or discouraging).

- We should be attentive and attuned to non-verbal communication
- Be aware of our own emotions and how this links to our communication behaviour – AND subsequently how this can impact a pupil's behaviour
- The function of negative behaviour is explored through high quality collaborative problem solving
- The overall approach should aim to be restorative “in essence”

6. The importance of transition in our pupil's lives Staff understand even small changes in routine (e.g. coming to school, unstructured times, a visitor, a supply teacher, a change at home) can be overwhelming and unsettling for some young people.

The 4 R's of Trauma Informed Practice

Realise the impact adverse childhood experiences and trauma can have. The approaches we adopt in Rosstulla can support the recovery of the children and young people. Staff can and do have a significant impact on the emotional wellbeing of our pupils through supportive and positive relationships.

Recognise that the young person or even the parent we are working with may be exhibiting signs of trauma. The behaviours we see may be due to the fact that they are experiencing stress due to current or past adverse childhood experiences.

Resist re-traumatisation We are committed to not re-traumatising a person as far as is possible. All of our interventions reduce tension. While boundaries and routines are important, they are flexible, allowing for a pupil centred approach. When we recognise that a strategy is causing a person toxic stress we stop and change our action.

Respond in an informed and consistent manner at a whole school level with language, policies and procedures all reflecting the knowledge and experience we have of trauma. Our school embeds a mutually respectful, nurturing trauma sensitive response in every interaction. We recognise that all members of the school community, both pupils and adults, may have experienced adversity and bring this into work. We are committed to understanding and supporting the well-being and welfare of all members of the school community by actively fostering a sense of everyone belonging.

TAKE 5 Steps to wellbeing and High 5 Fridays

As a school we have adopted the TAKE 5 model in an effort to create and maintain an ethos which contributes to the care, safety and well-being of children and young people.

The 5 steps to wellbeing are:

Connect: Build positive relationships between pupils-adults, between pupils and between adults

Take Notice: Staff need to have a good level of self-awareness, take notice of small things and the positives with the pupils and ask for help when needed.

Keep Learning: Nurture a love of learning and celebrate achievements. Accept we are never done learning.

Give: Work together to support others, show kindness and give opportunity for everyone to feel they contribute and are valued.

Be Active: Build in both short and long sessions of movement throughout the school day. Helps to reduce stress and tension.

We have introduced High 5 Fridays as part of this model when we plan a Friday afternoon fun event or activity for the whole school to take part in.

Expectations of behaviour

We believe the general school rules which were agreed across the school community in 2019 continue to support the ETHOS of the school and clearly outline our expectations of positive behaviour.

Our golden rules	Behaviour expectations	Teaching the boundaries
Be respectful to other pupils, staff and property	Have good manners Speak and listen respectfully to others Allow everyone to take their turn and learn in our lessons Look after our school building and school property	Golden Rules on display in classroom and around the school and in school diary Practice and rehearse the routines Discuss the do's and dont's for each rule Circle Time/ Form Time discussions

	Take care of our own belongings and respect the belongings of others	Be the role model Role play how it should happen Demonstrate and discuss appropriate behaviours
Be kind and helpful	Think of others and their feelings Help and support one another Speak kindly and respectfully to others	Class displays Assemblies teaching school rules and core values
Work hard and do your best	Work and behave to the best of our ability Co-operate with staff and peers Take part in lessons as best you can	Reminders Re-affirmed during lessons and topics Visual timetable Use visual clues around the class Use social stories
Be safe and gentle	Move safely around the school Be gentle towards self and others	Notice and name when pupils are sticking to the rules

In order to support our pupils within the school environment we build **routine and structure** into the school day: -

Example routine procedures include, coming into class, getting organised for break and lunch, transitioning into the next activity, lining up in the corridor, going into assembly, getting resources in class, getting into groups, going outside for playtime, going swimming.

Teaching staff should also have structure within lessons e.g. numeracy hour, literacy hour, structured play sessions.

It is important we also teach our students how to cope when there is a change of structure or routine e.g. change of staff, school outing, special visitor

We should continually teach the Rules and Routines, Vision and Values and the reasons for needing them within the class and department groups.

Rewards and sanctions

Research shows that the traditional approaches such as loss of Golden Time rarely led to long term reduction in unacceptable behaviours as they are adult led and concerned with visible behaviours rather than the underlying need. Surveys with staff have also shown that this type of system is ineffective.

We need to move away from the idea of reward for 'good behaviour' and sanctions for 'bad behaviour' but this doesn't mean no boundaries and no consequences.

We regularly celebrate the successes of our pupils through positive praise, stickers, certificates, awards, positive reinforcement, positive feedback, earning privileges, preferred activities, whole class rewards, prizes and treats however we must be careful not to over reward or to the point that they become meaningless.

- Name the specific behaviour you are giving the reward for

- Have a specific target for whole class reward e.g. marble jar...
- Agree whole class rewards with class
- Agree individual rewards with individuals
- A class reward chart where each pupil will reach the reward point at some stage
- A quiet acknowledgement can often be more effective especially for older pupils

REMEMBER the most meaningful positive feedback we can give a child is making CONNECTION and NOTICING

The most effective consequences are natural and real life. They should be:

- realistic, sensitive, enforceable and just
- used in a planned way in situations where pupils have prior knowledge and understanding of the consequences.
- commensurate to the seriousness of the behaviour
- appropriate to the individual pupil (in relation to their SEN needs), the behaviour displayed and circumstances

Staff implementing sanctions should always remain calm and give very clear information to the pupil concerned as to the expectation(s) being made of them, using appropriate non-threatening language that is sensitive to the particular needs of individual pupils.

Sanctions may include expressing displeasure, no mark on the target chart, restricted access to an activity on grounds of safety, time out of class to regulate, time out of class to work on the teaching of a specific rule, removal of a privilege, feedback to parent/carers.

As with rewards, sanctions should be applied immediately and consistently.

Sanctions that may not be used include:

- time out by putting a pupil out of sight and hearing of staff
- verbal threats or verbal abuse
- use of threats of fears or phobias
- humiliation in front of peers/staff
- use of 'naughty chair/corner',
- forcing pupil to eat/drink something they dislike
- excluding children from routine curriculum activities e.g. swimming, school trip
- The only occasions where it would be considered appropriate for a child to miss a curriculum activity such as a school trip, is where there is a genuine assessed risk of compromising the health and safety of themselves or others. A risk assessment would be carried out in order to support the decision, and this will be shared with parents.

In exceptional circumstances a pupil might be suspended from school. The process of suspensions will strictly follow guidance as given by the Education Authority.

Support for pupils with additional Social Behavioural Emotional Wellbeing Needs

Many of our pupils at Rosstulla need support beyond our whole school approach.

These pupils communicate their need through a wide range of behaviours. It is very easy to focus on the visible behaviour but we recognise and realise that this is simply an indicator of a real problem underneath. These pupils need understanding and support not judgement.

They need us to notice what their behaviour is communicating, and they need us to be on their side as they learn to overcome this challenge.

Our support for these young individuals must be firmly grounded in nurture principles and trauma informed practice. The Take 5 model is a good guide to supporting the individual.

Connect

First we connect with the individual experiencing SBEW needs. We actively build trust with the young person, repair broken relationships and build new ones.

Take Notice

As you connect, take notice of what it is like to be this young person right now and help them take notice of themselves. What are their recurring thoughts? What is their visible behaviour communicating? What are their triggers? What are their strengths?

Keep Learning

Actively learn new skills which address the underlying unmet need. Learn from experiences, find ways to repair. Teach a growth mindset and create an environment where it's not the end of the world if we don't get things right every time.

Give

Let the young person have opportunities to be kind to themselves and contribute to the school community. Be kind to the young person– let them experience care.

Be Active

The young person needs to let off steam and engage in activities which release positive hormones. Build in plenty of calmers and opportunity for movement

Restorative Practice

Until the young person is regulated, they won't be able to relate and until they relate and are connected to you, they won't be able to reason with you and talk about what happened. When you see a young person begin to struggle, take notice and recognise which R they need right now. Be patient, it can take a while before the young person is ready to talk about what happened. Sometimes it's even the next day. It's important to respond to the young person where they are at. This allows for genuine processing and learning from the incident and a reduction in the likelihood of longer-term repetition. It also reduces the risk of traumatisation. Take notice of where the pupil is at. What support are they ready for right now?

The 3 R's	Do	Don't
Regulate First the young person needs to feel safe so focus on reducing tension and reassuring them. Say very little and give them space and time.	Reduce your language and the number of people nearby Give space and keep safe Be patient	Talk about behaviour Overload with language or people Make demands, ultimatums or threats
Relate Next the young person needs to feel loved so focus on connecting with them, take an interest in them.	Let them know you are ok with them Take an interest in them Wonder aloud, be curious	Talk about what just happened Make demands Sound annoyed
Reason Now the young person is able to talk about what happened	Guide the young person through post incident learning Work with the young person to find a solution Use a third person e.g. celebrity, character in story, puppet etc to link actions with consequences Talk about alternative ways to manage these emotions when they come.	Insist on an apology Disregard the young person's feelings

A system of support

Rosstulla is embarking on this staged approach to supporting pupils across the whole school. It outlines our responsibilities, the methods and strategies we use and how we record, monitor and review.

Responsibilities	Actions/strategies	Recording, monitoring & review
STAGE 1: Class Team Record patterns of behaviour Analyse function of behaviour.	Attachment and Trauma Sensitive approaches Nurture Time	Tracking sheet Behaviour records on SIMS

<p>Identify triggers. Range of possible positive strategies Agree range of actions</p>	<p>Take 5 approaches Zones of regulation Team Teach Principles Sensory support e.g. tuft trays, sensory room or boxes, movement breaks, sensology, sensory stories Communication support e.g. communication boards, Visual schedule, TAC PAC, Attention Autism Restorative practice, conversations/discussions with pupil (3R's) Regulate, Relate, Reason Communication with parents Drop-in clinics with Pupil Support Team Internal referral e.g. S&L Therapy, Learning support Coordinator, school refuser support, school counsellor Planned support for Individuals e.g. solution circles, SBEW support plan, CALM PLAN, Target charts, IEP targets, zones of regulation, pupil profiles</p>	<p>Phone call/meeting records on CPOMS Seesaw records Zones of regulation records CALM PLAN SBEW support plan Target chart Serious incident records Safe handling record Risk Management Plan Any incidents of physical handling will be recorded in a bound book in the principal's office</p>
<p>Stage 2: Pupil Support Team Meet with class team Complete observations of pupils Support and advice to class team Review individual plans with team Pupil support review meeting (1 per term) Specific Staff training Signposting to staff training Staff debriefs following serious incidents Onward referrals SPOT clinics Focused Training updates on Nurture, Attachment & Trauma, CALM Plans, Support Plans, ADHD strategies.</p>	<p>Pupil Observation Solution Circle Support Plan Staff debriefs SLT meeting agenda Signpost to specific training/staff CPD Team Teach advice Monday Workshops Review IEP priorities with class team SBEW drop-in clinics Referral to EA services: Behavior Support Services, Autism Advisory Service, Nurture Service, Referrals to External support: Allied Health Professionals, Social Services, CAHMS, Informing choices Support for parents: signposting to support, planning meetings, in school parent training, home visits.</p>	<p>Review stage 1 documents Risk Management Plan Observation & feedback records Referral documents Meeting minutes/communication records Debrief records Solution Circles records Internal intervention records</p>
<p>Stage 3: Principal/Vice Principal Pupil attendance Bullying type behaviours Safeguarding Health and Safety</p>	<p>School Based Care Team Meetings Multi-Disciplinary Team Meetings LAC meetings/CP meetings Review of Placement and Statement Bullying assessments and actions Part time placement Internal suspension Suspension Referrals to EOTAS</p>	<p>Referral documents Meeting Minutes Communication records Suspension records Anti bullying records ...All records on CPOMS</p>

Parents Responsibilities

We believe it is essential for school to work together in partnership with parents and carers to support all pupils in positive behaviour for learning

- Class teachers will contact the parent to inform them of any significant behaviour incidents that day. Parent meetings are arranged at the beginning of the school year and in term 2.

- If there is concern about a pupil's behaviour his or her parents will be invited to talk to his or her class teacher. This will allow the teacher to find out if there are any factors that might be affecting the pupil (for example marital breakdown, bereavement or if the child is unhappy in school).
- The teacher and parent will then discuss how school and home might help the pupil to improve his or her behaviour.
- Where additional support (as outlined above) has been put in place, the parent will be involved in the process of monitoring and review.

Links to other policies:

- Child Protection/Safeguarding Policy
- Reasonable Force and safe Handling Policy
- Anti-bullying policy
- Health and Safety Policy

Policy Review

The governors, parents, pupils and staff have been involved in the ETHOS work which forms the framework for this policy. Some appendices are not included as it is acknowledged as a priority for school development to update some proformas. The ongoing and continual review of this policy will be prioritised through work the Better Together Northern Region (Special Schools) working group who have a commitment to aligning the Behaviour for Learning Policies across the special school sector.

Social Behaviour & Emotional Wellbeing Plan		
Pupil: Class:	Devised by: Date:	Review date:
What is going well?	What is helping?	What is the child communicating to us? What are the underlying needs?
What is not going well?	What is not helping?	
Support		
Connect	Take Notice	Keep Learning
Give	Be Active	What will the supporting adults need?
Review Notes		Date:
What's going well?	What's helping?	What supports need to remain or additional supports need to go in place?
What's not going well?	What's not helping?	

