

**Positive Behaviour Management  
Policy (including procedures for  
rewards, sanctions and exclusion)**



**Written: May 2007**

**Reviewed: January 2013, Feb 15**

**Latest review : March 2018**

**Rationale**

Positive behaviour management is the responsibility of all staff and the Lifehouse Community. It has to be a co-operative approach where we all work as a team & in partnership with the Team around the child. Mutual support, consistency and communication are an essential part of this team venture.

The Lifehouse recognises that good behaviour and expected levels of care and consideration are fundamental to the smooth running of the community, to maintain our low-arousal environment, and for learning to be possible. Courtesy and consideration for others is a key issue in our expected outcomes and will be taught through example and all areas of the curriculum. This policy should be read in conjunction with our Anti-bullying Policy, Safe Touch Policy and Safe Handling Policy.

**Aims**

Our overall aims are:

- To promote good behaviour and enable learning
- To support pupils in learning self-awareness and self-discipline
- To enable effective teaching and learning
- To ensure safety, security and welfare of others
- To teach children to understand, accept and tolerate differences in themselves and others

All staff are responsible for maintaining the behaviour of the children in their care. In dealing with matters where behaviour has been inappropriate and unacceptable staff should:

- Act justly and fairly and be seen to do so
- Establish a relationship based on respect to both parties
- Deal with the issue promptly and appropriately
- Apply a consistent approach
- Use the normal meeting setting to share information and draw a conclusion to the event

Monitoring, empathy, patience, therapeutic working with pupils, reflection, rewards and sanctions are all used within the Lifehouse to promote an ethos of positive behaviour. Our overriding methods involve praise and encouragement wherever possible. Every member of staff must work together with a consistent approach. All children must be clear that the boundaries are the same at all times. A contract between pupil, parent/carer and The Lifehouse will be a living document that will inform all parties of

expectation and therefore an agreement to adhere to. This will be completed at an initial parental visit to or from Lifehouse staff.

### **Expectations:**

#### Expectation of Pupils

- 3 Golden Rules:
1. Respect people & Property
  2. Follow Health & Safety Rules
  3. Allow others to learn
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1. To be prepared to listen and learn
  2. To make every effort to control their behaviour
  3. To let others work and make progress
  4. To follow rules in respect of health and safety
  5. To make their best efforts to understand and accept differences in people, perhaps in relation to gender, race, disability, background or sexual orientation
  6. To respect property and not misuse, damage or take property belonging to The Lifehouse or others
  7. To sort out disagreements without resorting to verbal or physical violence. Be conscious that other appropriate adults can help to arbitrate in these issue.
  8. To make an effort to apologise when things have gone wrong, and show a willingness to learn from it and move on.

#### Expectation of Lifehouse Staff

1. To provide opportunity for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning and accepting diversity of personality and ability
2. To understand the reasons for children's behaviour, including each pupils individual SEN, Risk assessment and triggers
3. To ensure that the children who attend The Lifehouse KNOW and UNDERSTAND Lifehouse expectations and boundaries and the system of reward and sanction.
4. To provide an environment in which children can learn
5. To provide opportunity for pupils to reflect on their behaviour choices, and to provide guidance and assistance to individuals as necessary
6. teach positive behaviour
7. To teach mutual respect by treating pupils with fairness and consistency
8. To teach interpersonal skills by promoting positive supportive relationships
9. To avoid at all times using shouting, confrontation, aggression, sarcasm, humiliation, personal comments and whole group punishment for the behaviour of an individual
10. To encourage and maintain good communication with home

#### Expectation of Parents/Carers

1. To ensure their child is encouraged and enabled to attend regularly

2. To communicate with staff at The Lifehouse and let us know if there are any mitigating factors that may affect their child at any time
3. To encourage and support their child in their learning experiences
4. To support school staff in their decisions to manage the school day in everyone's best interest
5. To support the school's ethos and policies

## **Rewards**

Encouragement, praise and reward are an essential part of positive behaviour. Verbal praise and encouragement should be part of every activity. We EXPECT:

- Respect
- Decent behaviour
- Willingness to try

We will always acknowledge these things. As well as this, we will give communication to parents about things such as improvements in attitude or extra effort. We will on occasions write an independent letter or postcard to home to inform them of improvements.

On a day to day to day basis we operate a learning diary. Positive and negative behaviours are recorded and merits awarded for efforts. Extra incentives are offered for areas of personal weakness eg time keeping.

Simple and easy instant rewards such as stickers and written / verbal comments will be used regularly.

Champions will monitor pupils' behaviour and regulation and attitude to learning. With their champion, pupils will regularly look through learning diaries and reflect. Champions and pupil will discuss progress and areas of difficulty and these sessions will help to inform planning, pupil management and IEPs.

There will be occasions when more formal recognition is merited. For example, if a child produces an outstanding piece of work they will be given a Lifehouse certificate of achievement at bronze, silver or gold level. The pupil can decide with whom and when they would like to share this achievement. The certificate will be added to their Lifehouse Portfolio along with perhaps photographic evidence of the work or action. A child will always have efforts over and above the norm recorded in their Lifehouse Portfolio.

We will also reward examples of a child:

- Helping a new child settle in
- Showing initiative
- Being helpful in the wider community
- Showing themselves to be a good ambassador for The Lifehouse
- Helping willingly with jobs we all prefer not to do!
- Good attendance
- Determined effort in areas of personal weakness
- Sustained improvement
- Trying new things

Cumulative collection of merits will result in whole school reward.

## Sanctions

Poor behaviour needs to be changed and there are several ways we hope to achieve that change.

1. By example
2. By discipline
3. By discussion and reflection
4. Teach new strategies to deal with any given situation

## Low Level Poor Behaviour

Examples of low level poor behaviour may be:

Not engaging in learning

Inattentiveness

Low level arguing

Lack of work

Bad language between pupils

Showing off

The intention would be that the member of staff could deal with these in the teaching situation by, for example, bringing it to the attention of the pupil or vocal short reprimand. Child will be warned that persistence will mean the behaviour will be noted in learning diary and discussed further during mentoring time.

Staff have the option to redirect the pupil to another activity with another member of staff or 'time out' if they feel this is appropriate.

## Unacceptable Behaviour, within 'normal' parameters

If a pupil is deemed to have dysregulated, or is behaving in a way that requires reflection at a later time, then a 'Wonder moment' will be recorded in their diary.

If the behaviour is considered unacceptable and through a poor choice, then a 'strike' will be issued. In most instances, the pupil is warned about their behaviour and will have opportunity to make a positive behaviour choice; there are times when an instant strike is imposed. A list of 'rules' exists and acts as an evolving document. It is a GUIDE to expected behaviour and is updated to ensure that it remains relevant. Issuing of a '@Strike' = a consequence, such as catching up with work at break time or completing a 'chore'. It may be taking part in a reflective time such as the mindfulness session being run on that day.

Alongside the strike system we also have 'letters of apology' which need to be written on any occasion where staff feel an individual (staff or pupil) has been personally insulted or verbally abused eg sworn at directly. If a letter is imposed then the pupils activities cease until the letter has been completed. The pupil is allowed space and time for this to happen.

Once the sanction has been completed it is not dwelt on. It will be noted in pupil record purely for use by Lifehouse staff. Minor disciplinary matters would not be reported to parents or other agencies unless they were being persistently committed.

### Serious Misdemeanours

A serious incident relating to bad behaviour would be where someone had been physically assaulted or harmed, seriously verbally abused, or where drugs, weapons or alcohol are involved. It may also include disregard for instruction that has endangered or put at risk the pupil and or others.

Safe handling may be necessary in some cases. Please read the associated policy. All staff involved will have been trained to BILD standards.

In cases of a serious incident, an incident meeting will take place after school to provide staff an opportunity to reflect on the incident and agree consequences. Consequences may include:

A 'Wonder moment': time to reflect with their champion

A 'Strike'

A 'letter of Apology'

An internal exclusion – for all or part of a school day

An external exclusion – in cases of assault or potential assault, damage to or theft of property or serious disruption -and where an internal exclusion is considered neither manageable nor appropriate

It would be discussed with parents/carers and other involved parties. Where considered appropriate, a criminal prosecution will be made.

The directors hold the right to immediately terminate a contract if an incident such as the above has taken place.

### Exclusions

In the instance of a child being sent home for the remainder of the day, this is considered an exclusion and would be recorded as a half day exclusion. Pupils are sent home because we have found that pupils need time to reflect, calm down and re-establish personal safety, and this is considered the best course of action for the pupil, for another pupil and for the school as a whole. This would only be considered if an internal exclusion was not possible or not appropriate. The remaining pupils also need their welfare considered and the effect a volatile situation has on their learning.

When a pupil is given a fixed term exclusion of a whole day or more, they may be asked to stay home because

1. Staff consider the pupil needs to have a period of exclusion
2. Behaviour has been repeated several times
3. Behaviour was extreme and has been disturbing/distressing/dangerous for others

The head teacher has the right to decide an appropriate length of time according to the severity of the incident. The head may also extend that period if they feel that the pupil is not ready to return or a multi-agency meeting needs to be convened. The safety of pupils and staff is always paramount.

Education Authorities will be informed every time an exclusion over one day takes place or a series of one day exclusions are imposed on any one pupil. This is in accordance with and beyond the expectation required by

– the Education (Pupil Exclusions and Appeals) (Pupil Referral Units) (England) Regulations 2008.

Serious incidents are always logged in our Serious Incident File and witness statements completed. At any time when it has been necessary to make a physical intervention, then this is recorded in a bound and numbered book.

The directors hold the right to immediately terminate a contract if any serious incident has taken place. This does not impinge on the directors right to terminate a contract should they believe that the pupil is better suited to being educated in a different setting. Please refer to The Lifehouse 'Termination of Contract' Policy.

Should any interested party wish to appeal against a decision involving fixed term or permanent exclusion or termination of a contract, then the appeal should be made through our complaints policy.

### Pupil Behaviour Management

Pupils need to know whether their behaviour is good or bad very clearly at the TIME that the behaviour is happening. Where useful, +s and –s can be recorded in diaries throughout a lesson to provide a clear visual message of how things are going.

IN A LESSON: pupils should:

- Be punctual and properly equipped (know where to go, diary, glasses, pencil case, folders etc) and ready to learn
- Remain in the lesson until told they may leave by the teacher
- Complete the realistic work targets for that lesson
- Engage and interact appropriately with everyone involved in that lesson
- *Be working toward meeting work and lesson targets*
- *Be working towards meeting Seal targets from IEP and as agreed with mentor*

It is not necessary to reward each of these bullet points with a '+', particularly when many of them may be a child's 'normal' way of working. However, if any of these points is worthy of noting either in a positive or negative way, then do it. Use stickers, own certificates and any other little thing that works for you alongside diary. If nothing has been written for a lesson, then it will be assumed they are on target. All staff should consider that it is much more meaningful to have behaviour *reinforced* by taking the time to write in diaries.

Each +/- MUST be justified by a comment in order to keep it relevant and useful for mentoring. Eg:

+ : arrived with glasses this lesson,

- + : met all lesson targets,
- : 5 mins late for lesson,
- swore .

A merit can be used as well as any other mark to indicate a VERY positive achievement/lesson.  
A Merit will earn a token marble towards whole school reward trips. See marble appendix!

### FREE TIME

Behaviour during these times is also very important. Duty staff need to note in a pupils diary if they have been meeting a personal target in free time OR if someone has been involved in a misdemeanour. +,-,M, W or S as appropriate JUSTIFIED with a comment

eg:

+ Being friendly to Fred

- pushing Fred off his bike

M giving up your break time to help Bee put away the shopping

W I wonder why you felt it necessary to be unkind to x when he asked to join your game?

S going off site without permission

Tick off strikes in diaries when they have been served.