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1.0 INTRODUCTION AND LEGAL STATUS

Our school is a specialist provision that offers support for pupils with Social, Emotional and Mental Health Additional Needs, in addition to this many pupils are in the care of a local authority or have been in care and may have an attachment disorder which affects their behaviour. The majority of our Pupils have an Education, Health Care Plan that suggest strategies for supporting the individual in relation to their SEMH needs; these strategies work in conjunction with this Positive Behaviour Policy.

The school is committed to understanding each EHCP and to putting interventions in place to overcome barriers to learning caused by negative learning behaviours. We also shape our learning and overall school environment to provide a learning environment as calm, ordered and enabling as possible.

It is the aim of the school to equip pupils with the qualifications and personal characteristics necessary to play as full a role in wider society as possible once they leave. Developing appropriate learning, social and community behaviours is a key part of this process.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 AIMS, ETHOS, VALUES AND RIGHTS

At Hillcrest Shifnal School we work together to achieve the following:

- Ensure that Hillcrest Shifnal School is a safe, secure and stimulating environment that promotes learning and a sense of belonging for all of our students.
- Provide a positive, consistent and reflective approach to the management of children's behaviour, taking into account individual need and starting point.
- Promote and encourage the continual development of all staff in understanding the needs of children with SEMH.
- Develop positive and constructive partnerships with parents/carers and support them in the management of their children's behaviour, and in return ask for their support.
- Understand that children's behaviour can change (both positively and negatively due to a range of factors) and provide appropriate support and guidance when necessary, taking on board when



appropriate guidance from our Clinical Team, parents/carers and professionals working with each student.

Our ethos

At Hillcrest Shifnal School we share a key set of values that are agreed and promoted by the whole school and are reinforced through our teaching and learning.

These values are:

- Respect for ourselves and everyone around us
- Self-awareness and Resilience
- Honesty and fairness
- Consideration and Cooperation
- Reparation and moving on
- Equality of opportunity and Adaptability

Our Rights

Everyone in the school community has rights based on our aims and ethos and these have been further informed through the United Nations Convention on the Rights of the Child. (UNCRC)

These rights are:

- To be safe
- To be heard
- To have beliefs
- To receive support
- To be treated with respect and dignity
- To learn/teach

Our School Rules

1. We remember that everybody has the right to feel safe in their bodies and their feelings.
2. We treat others kindly or we leave them alone.
3. We speak to one another politely.
4. We take care of property and the school building.
5. We are always in the right place at the right time.

3.0 RESPONSIBILITIES AND CODE OF CONDUCT

Everybody in the school has responsibilities based on these our rights – above.

Staff

- To provide a safe, secure and stimulating environment.
- To ensure that all students understand the “School Rules” and “Our Rights and Responsibilities”.
- To ensure that classroom organisation and management supports learning.
- To plan and respond to individual needs via student learning profiles
- To provide opportunities for student contribution to learning and development via termly topics
- To promote the aims and values of this policy.



- To use a variety of teaching and learning styles.
- To create time to listen to and talk with children.
- To use positive language and model appropriate behaviour.
- To model and demonstrate successful relationships.
- To attend appropriate training and participate in CPD.
- To work in partnership with parents/carers, the staff team, governors, LA officers and outside agencies when appropriate.
- To develop and review a Behaviour Support Plan for each child in their class on a termly basis.
- To draw up a risk assessment for individual students which is reviewed alongside their learning profiles or earlier if deemed necessary.
- To follow all guidelines in relation to the school's Physical Intervention policy.

Students

- To have consideration for “Our Rights and Responsibilities”.
- To work towards achieving set targets.
- To take responsibility for their behaviour.
- To recognise the need to change inappropriate behaviour.
- To display our values inside and outside of school.
- To recognise the impact of their behaviour on themselves and others.

Parents/Carers

- To support the Home/School agreement.
- To ensure their child's regular attendance.
- To reinforce the expectations of the school.
- To work in partnership with the staff team.
- To attend all target setting and review meetings

Governors

- To support the department in the implementation and review of policies. □
- To review attendance/exclusion data/Physical intervention data.
- To regularly visit the department and be known faces to the students.
- To provide constructive feedback on all matters relating to behaviour.
- To attend training as appropriate.
- To have regard to the health and welfare of staff.

In school we value behaviour which is friendly, calm, polite and good humoured. Staff and pupils alike are required to follow these essential values to allow everybody to thrive regardless of their needs or backgrounds. We acknowledge and reward pupils who follow our school rules and behave positively.

We value diversity within our school community and our local communities. We do not tolerate any behaviour from any adult and pupil which contravenes the law enshrined in the 2010 Equalities Act, covering discrimination or abuse on the grounds of age, disability, gender, ethnicity, culture, gender reassignment, religion/belief, marital status, pregnancy or sexual orientation.

We do not tolerate aggressive or unlawful behaviour in our school. All incidents of physical aggression towards peers or adults constitute serious incidents and will be referred to the Headteacher and/or Police as appropriate for further action. All incidents involving illegal or dangerous substances or equipment being brought into school will be reported to the Police. STTRIIIDE Physical Interventions are used within the school but only in a lawful situation as a last resort to maintain the safety of our pupils, staff and visitors, as well as well as maintain good order within the school. School staff have a duty of care to keep pupils safe. If a pupil puts themselves or another person in danger of immediate harm, or is causing serious damage to property, staff will hold a pupil to move them away from a dangerous situation to a place of safety, calm and reflection. We abide by the BILD approved Hillcrest STTRIIIDE Policy when handling pupils.



Tobacco products, lighters, matches or electronic cigarettes are not allowed in school. If found they will be returned to parents or carers only. Parents and Carers will be asked to attend school immediately if pupils are not willing to hand these to a member of staff. This is for the safety of everyone within the school building.

We expect pupils to be in our school uniform or clothing appropriate to a planned offsite or outdoor activity. Pupils not wearing the correct clothing will immediately return home to get changed and return to school asap. Coats, hats, phones and music players are not allowed in school and need to be handed in upon entry to the school. They will be returned to the pupil at the end of the school day.

4.0 BEHAVIOUR MANAGEMENT

4.1 At Hillcrest Shifnal School we aim to provide a positive ethos and develop a fair, consistent and effective approach to the management of children's behaviour but we also maintain an understanding that certain approaches may not be in the best interests of an individual child and that different consequence/rewards may at times be more productive. We aim to provide a positive ethos for teaching and learning by employing the following strategies:

- Modelling appropriate behaviour
- Using aspects from SEAL framework and other additional emotion literacy resources
- Setting clear boundaries and rules
- Developing a shared understanding of expectations
- Promoting self-esteem activities
- Maintaining and repairing relationships
- Giving positive feedback and praise
- Including parents/carers in all aspect of their child's education
- Celebrating achievement
- Setting personalised targets
- Providing curriculum enrichment activities and opportunities within the school day
- Continually developing links with outside agencies
- Producing inclusive and stimulating displays
- Providing routine and stability
- Ensuring that lessons are well planned and cater for individual needs
- Using principles of Restorative Justice
- Providing a clean, tidy, and well-resourced environment
- Providing a safe area for all in it
- Use of PPOD in primary and the low arousal room in secondary
- Reflective practice
- Emotion coaching
- Working with the Behaviour Coach

4.2 POSITIVE INCENTIVES AND CONSEQUENCES

In order to maintain a positive ethos and provide opportunities for pupils to make wise choices about their behaviour we use a number of positive redirection strategies to provide the least intrusive approach to managing behaviour. These strategies may include:

- Non-verbal signs/signals/gestures
- Giving attention to others
- Moving close
- Using when.....then direction



- Reminder of sanctions
- Reminder of expectations
- Providing choices
- Using humour with caution
- Offered use of time out in an area the pupil feels most comfortable in
- Offered use of PPOD in primary or the low arousal room in secondary
- Access to the behaviour coach
- Offered 1-1 time or time away from the class to complete work with another member of staff

If our positive redirection strategies fail, we will need to sanction unacceptable behaviour. It is important pupils learn that their actions can lead to consequences. Consequences we employ are based on a hierarchy. Certain behaviours automatically enter the hierarchy at a particular level. It is important to remember that we know our pupils and endeavour for them to achieve success and find positive ways forward. Some consequences will work for certain pupils and some will not...We need to find the one that works. In most cases the child's key worker will take responsibility for the consequence in liaison with MLT, Behaviour coach and as necessary SLT.

4.3 INDIVIDUAL BEHAVIOUR MANAGEMENT

- Each pupil is scaled for each lesson on a RAG system each colour, Red, Amber and Green has certain behaviour markers to assist staff issuing the correct colour for each lesson.
- Each colour has a merit value Red -1 merit, Amber +1 merit, Green +2 merits these merits are banked and cashed in when the pupil asks to cash them in at three separate stages, Bronze 250 merits £10 voucher, Silver 500 merits £20 voucher and Gold 1000 merits £40 voucher.
- The percentage of RAG lessons is calculated and marked against our behaviour guidelines and each pupil is awarded a Red, Amber or Green day this data is kept on a whole school data base and analysed each half term the data is fed back to carers/parents via the behaviour coach and in professional meetings.
- Every pupil has an individualised SMART target set by the keyworkers these targets are a reward of the pupils liking and increase in achievability once achieved, to enable the pupils to see progress within their acceptable behaviours and designed to enable each pupil to achieve a positive reward. Each target is displayed within the base room and each pupil has an input into the type of reward.
- For Base rooms that would like to create a team target this is possible to encourage pupils who struggle to work within their base room groups or key workers wanting to increase team work skills within their base room group, these targets are set by the key worker with the agreement of the behaviour coach and again displayed on the base room wall. The emphasis on working as a team is promoted with all abilities considered and the target remains SMART.
- Each pupil is placed within a house when arriving at the school these are either Earth, Fire or Water, House points are won throughout the year for activities set by staff, these points are kept on a data base and at the end of the school year a house is announced as the winner, all behaviour data is used at the end of each half term to apply points to the pupils who have achieved 90% or above acceptable behaviours (amber and green days) within that data capture period.
- For exceptional work pupils can receive a WOW moment these are collated by the House co-ordinator who add house points to that pupil's score and the base room keyworker should display the certificate within the base room and share with parents/carers.
- All subject areas award certificates to Pupils who they feel are doing well, show high levels of enthusiasm and continue to try hard with behaviour and work.
- The school holds regular trips out with a wide range of scope to places of interest and subject matter. Pupils are encouraged to show safe and acceptable behaviour before the trip to allow them to take part.
- All pupils are expected to complete the tasks set by the classroom teacher within the lesson and are rewarded as by the merit system, if a pupil does not complete the tasks due to negative behaviours and decides not to follow their IBSP (individual behaviour support plan) then catch up work is required within an activity time. This should be the key worker's decision and communicated through the staff team.



- Secondary pupils are encouraged to attend extra curriculum activities within break times and after school, these are behaviour dependant and Key workers will advise staff if any pupils are not allowed to attend.
- If a pupil is provided an offsite provision as part of their education programme behaviour is monitored to enable safe risk assessments to be made. If dangerous or negative behaviours are displayed this offsite provision may be suspended for a period of time.
- It may be required to ask a pupil to be educated at home due to negative behaviour impacts on others, also assaultive, major damage to property or highly disruptive/bullying behaviours may lead to pupils being at home without the education option. This is SLT decision and will be communicated in staff briefings. These decisions are not made lightly and will involve manager/carers and pupils will receive a meeting before coming back to school full time.
- Inclusion can apply to pupils who need space to reflect and time with staff to allow others education to continue, this is done in a quiet space away from their normal teaching group, normally 1:1 staffing and all lessons are provided.

5.0 BEHAVIOUR DATA

Each end of a half term, reports are compiled by the behaviour coach these reports are:

- a) Whole school RAG data
- b) PI numbers
- c) An overview of each pupil and steps forward
- d) Any other information required

All reports are sent to head of years and SLT they are used in appropriate professional meetings and enable the school to look at behaviour trends and apply proactive strategies.

6.0 IMPORTANT NOTES

- All staff are trained in emotional coaching and this provides a child centred nurturing approach allowing the staff to think beyond the behaviours displayed and to look deeper, as most of our pupils have suffered childhood trauma and have underlining attachment disorders and other health diagnosis emotional coaching takes the whole picture and refers to the pupil's emotional needs thus positive staff, pupil relationship develop over time.
- Reflective practice is used to allow staff and pupil to reflect on behaviours or situations, when staff are able to reflect, opportunities are greater to move forward and less firefighting happens within school. This happens in our open and supportive environment supporting all staff members and pupils to build on their wellbeing.
- Pupils can access ELSA (emotional literacy support) session with trained staff these sessions are planned by the ESLA's and delivered 1:1 or within in groups in a dedicated room within the school, all sessions are over seen by Katie Caddick-Eardley educational psychologist. These sessions can tackle a wide variety of emotional literacy in a supportive environment.
- All incidents involving bullying/racism/homophobia/sexism/religion are recorded and addressed with the student, MLT, Behaviour Coach.
- All physical interventions are logged on our school system and are reported to parents/carers.
- On-going intentional damage caused by a student can be billed to the student's home and/or merit awards deducted to pay for repairs/replacement of property.
- Non- essential items brought to school will be confiscated until the end of the day after an initial warning has been given.
- Inappropriate age-related films/music/games etc. brought into school will not be returned to children and safeguarding officer informed.
- Children are expected to wear school uniform.
- Mobile phones and any electrical items must be handed in to the classroom teacher and are not permitted to be with the student unless part of the agreed IBSP.



- Children are not allowed to wear make-up or bring aerosol spray to school.
- Stud earrings and watches are permitted to be worn but no other form of jewellery is allowed.
- Unsafe behaviours that may need a physical intervention as a last resort and will incorporate staff using STRIDE guidance (Please refer to our Physical Intervention policy)

APPENDIX 1-REFERENCES AND LEGAL CONTEXT

This Policy was written in line with: *Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 32 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations. 109 Standards*

Independent School Standards (Amendment) Regulations 2018

Equality Act (2010)

Education Act (2011)

DfE Guidance (2016) Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff (DfE Website – www.education.gov.uk) including Getting The Simple Things Right, Charlie Taylor's Behaviour Checklist (DfE 2011) and non-statutory advice 'Behaviour and Discipline in schools' (2016)

Use of Reasonable Force. Advice for Head Teachers, Staff and Governing Bodies (DfE 2013)

Searching, screening and confiscation Advice for headteachers, school staff and governing bodies February 2014

Keeping children safe in education statutory guidance for schools and colleges (September 2019)

Positive Environments Where Children Can Flourish (OfSTED 2018)



APPENDIX 2 PEACEFUL PLACE OF DE-ESCALATION (PPOD) GUIDE

1 Rationale

This document provides clear guidelines for practice regarding the use P.P.O.D Room at Hillcrest Shifnal's Primary and Key Stage 3 Transitions Department.

It outlines the people responsible for the room and their responsibilities; the philosophy and aims of the room; a description of the equipment and their uses; guidelines for using the room and its timetable and other relevant information for planning a P.P.O.D Room session.

The P.P.O.D Room is designed to be used as safe space for children to de-escalate in a relaxed and calm manner, the room is also designed to function as a learning space for children to develop their ability to de-escalate behaviours in a safe manner.

The aims of P.P.O.D Room sessions are as follows:

- To provide a relaxing experience in a safe environment.
- To build on specific skills in relation to relaxation, self-regulation, de-escalation, social skills, mindfulness, self-awareness and emotional literacy.
- To develop understanding and listening skills
- To increase communication and language skills in a positive manner
- To enjoy the experience of being able to regulate one's own emotions with de-creasing support from adults.

The P.P.O.D Room provides a point of access to teaching activities, which will enable students to take part in regular classroom activities. The P.P.O.D Room in itself does not present a curriculum but a way of enriching learning, peer-relations and self-help skills. Learning taking place in the P.P.O.D room will be influenced by the schools SEAL curriculum. It is one of the tools to increase a student's understanding of their own emotions, and self well-being. By developing these areas we help student's to achieve their learning targets and goals in other areas of the curriculum.

Responsible Person Details & Responsibilities

Name: Laura Smith
Position: Deputy Head

Duties & Responsibilities.

- To ensure the policy document is read and followed
- To keep timetable of scheduled use up-to-date
- To organise any bespoke training
- To update the policy on an annual basis
- To monitor the use and effectiveness of the room in relation to the policy and adapt practice in a timely and positive manner
- To maintain all staff are aware of any changes in relation to P.P.O.D practice.
- To oversee staff maintaining P.P.O.D as a safe and well maintained area
- To develop appropriate SEAL curriculum with the faculty in relation to the needs of cohort, individual students and curriculum policy, in line with Hillcrest Shifnal's Schools SMSC Policy
- To maintain that P.P.O.D practice doesn't impede the implementation of Hillcrest Shifnal's Primary and Key Stage 3 Transitions Department Positive Behaviour Policy.

Name: All Staff



- To promote a culture amongst the students that embraces positive de-escalation and the meeting of emotional and physical needs
- To implement planned sessions in line with SEAL curriculum that develop students' knowledge of de-escalation, self-awareness and positive peer relationships
- To offer students time to access P.P.O.D as an alternative to negative behaviour during times of escalated behaviour.
- To check and report broken equipment
- To arrange repair of equipment
- To attend relevant training
- To ensure room is kept clean and tidy at all times, the room should always be left tidy
- To turn off equipment on exit from the room
- To make sure all resources are kept in the room, and replaced when used or broken
- To request new equipment
- To maintain an up to date knowledge of the policy
- To use the room in line with guidelines and scheduled arrangements

Philosophy of the Room

The philosophy of the P.P.O.D Room is as follows:

- To provide a safe & comfortable environment for students to experience self-regulation and de-escalation
- To provide a space that promotes respect for the equipment & for each other
- To develop positive communication skills from to enable positive relationships.
- To develop emotional literacy skills for students
- To build resilient students with effective self-help strategies.
- To enjoy the experience of being in the P.P.O.D as one of our school resources.

Guidelines and Timetable

The P.P.O.D Room should be left clean and tidy after use with lights and equipment switched off.

Any defects in equipment or breakages should be reported to Laura, and the Maintenance team, if the safety of the room is effected an "Out of Use" sign should be displayed on the door until this is remedied, No students should then enter the room.

No shoes should be worn inside the tent at any time.

No more than 2 students should access the room at any time unless in a planned class session. Only one student should access the tent at any time.

Entrance in to P.P.O.D room is optional; students may request it (at the discretion of adults) or may be asked if they would like to use the facility. Entrance in to P.P.O.D room will never be mandatory.

The external door to the P.P.O.D will be locked at all times, enabling staff to govern entry.

Students may be removed from the P.P.O.D if putting themselves at risk or others at risk, this could be due to self-harming behaviours, aggressive behaviours, or causing damage to property.

Damage to property will result in a 1 day ban, if this happens again a 2 day ban following this a 3 day ban. If another incident of damage takes place the student will be required to attend a meeting with Laura Smith and their parent/carer to discuss appropriate use of the P.P.O.D before use is re-instated.

Any scheduled class sessions should be discusses in faculty meetings, on agreement these should be written on the P.P.O.D time-table displayed on the door.



POSITIVE BEHAVIOUR POLICY
POLICY FOLDER: HILLCREST SCHOOLS – HILLCREST SHIFNAL SCHOOL

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Policy Owner	Headteacher	Last Review Date	September 2021
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