

Behaviour for Learning Policy

Aims

The purpose of our behaviour for learning policy is to improve and maintain positive behaviour. The policy has been collaboratively developed and written by a cross section of Ellesmere College staff with the desire to create a clear, solution focused policy that can become a reassuring point of reference to all. Although we know reducing challenging and non-compliant behaviour is a realistic concept, eliminating it completely is not. Our behaviour for learning policy strives to highlight positive, child-centred behaviour management and systems for rewards and strategies that are relevant to the individual and have a positive impact on their behaviour for learning.

Context

Ellesmere College is the largest special school in Leicester; we cater for children of all ages from diverse backgrounds with a higher than national average of free school meals. The demographic of students at Ellesmere is ever-evolving and we have a large spectrum of needs ranging from moderate learning difficulties to more profound cognitive and communication difficulties, ASD, visual and hearing impairment, physical, social, emotional and mental health and brain injuries.

Ethos

At Ellesmere College we strive to provide a safe, happy and stimulating environment where each and every child can reach their potential. This policy has been produced taking account of the opinions and thoughts of a wide range of stakeholders, including staff, students, governors and parents and carers. **(See Appendix A – Student voice).**

Our approach is treating each child as an individual and devising strategies and approaches to meet their specific needs, therefore the college does not have a standardised system that is followed for all students, but a toolbox of resources and approaches that are used to make up an individual programme.

In implementing the behaviour for learning policy we are clear that each child is valued and it is the behaviour that is being addressed and altered not the child as an individual.

Behaviour as Communication

At Ellesmere College we recognise that behaviour is a form of communication but due to the complexity of our students it may not always be clear why or what they are communicating.

If we understand the behaviour, we have a better chance of addressing it to positively support the child within the environment within they move and learn in. Therefore it is important to view

any change in the frequency, duration or intensity of unwanted behaviours as an indication that something is wrong.

Other examples of behaviour as communication are:

- *To interact* - To seek adult or peer attention, this could also include wanting time alone
- *To express* – To request something, for example, food, drink, an activity or an object
- *To self-manage* - To control the environment, which includes escapism (absconding) and food refusal
- *To self-regulate* - Includes self-stimulatory behaviour to relieve stress or meet a sensory need

Post 16

At Post 16, there is an increased emphasis on our students being able to conform to community and work place rules and expectations, to support their inclusion in the community.

We work very closely with our work experience partners to prepare students for the rules and expectations of their placements. This involves regularly liaising with work experience placements to implement any necessary rewards, sanctions and/or modifications to ensure students' successful inclusion.

Where absolutely necessary, students' work placements may be temporarily or permanently suspended. However, this is a last resort, and all efforts will be made to resolve issues before this point.

SPARC Form (Support, Pastoral, Agencies, Risk, Challenges)

It is the responsibility of all staff to read and respond to the individual student SPARC forms.

Each student at Ellesmere College will have a SPARC form in place, which will reflect the strengths and needs of the student. Information on the form needs to be accurate and up to date. It is the responsibility of the class tutor to ensure that this is maintained. Each Phase has a Student Support Officer and Phase Lead, who will oversee the formulation of individual risk assessments where appropriate.

The SPARC form will provide strategies and guidance that enable all staff across the college to proactively support students, as well as reactive measures should their behaviour become challenging. If a child is being taught by a range of staff, it is the staff's responsibility to be aware of individual strategies for them.

Strategies and approaches must be available for all situations, including off-site visits, to take into account the vulnerability of staff and students.

Strategies to Support Positive Behaviour

As a school community we prescribe to the Team Teach behaviour management approach and use a CALM approach:

Communicate, use visuals, minimal speech and keep voices low in tone and pace.

Assess, be aware of triggers, environmental hazards, life events, feelings and adjust expectations.

Listen to what the student is saying and not saying. Support them to make good choices.

Make it safe. Get support and change the face.

The following are the minimum expectations when supporting students to be ready to learn:

- **Communication/verbal advice and support.** Early intervention needs to be clear, positive and non-confrontational. If students are spoken to in the mode of 'critical parent', a negative response is likely. Awareness of tone of voice, body posture and eye contact is important as communication needs to be non-threatening, calm and assured. Staff should seek to support a student when they are showing signs of agitation/distress/anger and support/advise them according to the situation. Staff need to take account of the age and developmental needs of the student and be aware that not all communication will be verbal.
- **Belonging** - for student whose behaviour is rooted in their insecurity, it is important that they feel accepted and respected as individuals. **Reject the behaviour not the person** by showing that you care despite the difficulties.
- **Distraction/redirection** – divert the student's attention from a potentially inflammatory situation to something in which he/she has an interest.
- **Reassurance** – support, comfort and encourage a student in a situation in which they might be feeling helpless, vulnerable, and possibly defenceless and exposed to a risky environment.
- **Planned ignoring** – at times, highly provocative and attention seeking behaviour can be ignored to good effect. The skill is knowing when to ignore and when to intervene. Good practice is based upon SPARC form advice for individual students.
- **Time out** – rooms have been made available to allow student 'space' 1:1; to move to a different environment with time to calm down and consider their actions. The student is more likely to calm down without the attention of an audience. **(See Appendix D – Calm spaces)**
- **Safe Space** – which involves removing the student from the situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. **(See Appendix D – Calm spaces and guidelines)**
- **Humour** – possibly the most effective and most commonly used strategy. Although self-explanatory, staff should make sure the humour is used in the right context for the particular student.
- **Calm talking stance** – staff should endeavour to maintain a calm, confident and objective approach in conflict situations. Avoid confrontation, threats or emotionally difficult demands for example "pick that up" or "apologise".
- **Negotiation/being objective** – the ability to listen and talk to students and come to an agreement by setting limits and offering options. This will allow a 'back door exit' from the situation that will help keep their pride and dignity in tact as well as that of the staff member(s) involved.

- **Transfer adult** – if there is an incident where the adult present is seen to be aggravating the situation, it should be assessed as to whether moving the adult out of the situation may diffuse the issue. This should be done leaving enough staff to control the situation.
- **Success reminder** – remind the student of a previous occasion when they successfully managed a situation of a similar nature. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good.
- **Physical intervention** – is an approved management strategy but should be used as a last resort when all of the above strategies have been exhausted, as a planned intervention based on previous knowledge of a ‘spiralling’ situation or as an unplanned response to a volatile and imminently dangerous occurrence.
- **Makaton** – staff will know and have access to the relevant Makaton signs for each key stage. Where it is appropriate Makaton will be used to help de-escalate behaviours and avoid crisis
- **Zones of Regulation** – every tutor group will adapt and use Zones of Regulations to help students regulate and recognise their emotions

It is important that as a staff team we trust the professional judgement of our colleagues.

We must ensure that any concerns that are raised are done so within the correct forum. We acknowledge that some staff have a better knowledge of certain students, and may therefore be better placed to manage the needs of the whole child. These people should be named in the student’s SPARC form.

We also use connecting language with our students to support positive behaviours. (See **Appendix B – Connecting language**)

Recording and Reporting Incidents of Behaviour.

It is the responsibility of all staff to report, record and follow through on incidents they are involved with. These must be recorded using the SIMS system. Not all incidences recorded will need to be followed up; in these occasions they should be identified as ‘resolved’ on SIMS. This information will be used to track patterns of behaviour so that students can be appropriately supported. (See **Appendix C – Recording and reporting incidents**)

Rewards, Strategies and Sanctions

Below are some of the rewards, strategies and sanctions used across the college. This is not an exhaustive list; anything that will support our students will be considered. Staff should liaise with Student Support Officers and Phase Leads when implementing a new strategy.

Examples of rewards	Examples of Strategies	Examples of Sanctions
<ul style="list-style-type: none"> • Stickers and sticker charts • Postcards home • Phone call home • Trips • Class party • Cinema trip • Bowling trip • Verbal praise • Star of the Week • Reader of the Day • PSHE rewards box • Hot Choc Friday • Celebration Days 	<ul style="list-style-type: none"> • Offer time out /calm space (See Appendix D) • Verbal reminder of expectation • Phone call home • Restorative work • Planned Interventions • Pastoral meetings • Bespoke curriculum including interventions • Working with outside agencies • Working closely with parents/carers 	<ul style="list-style-type: none"> • Time out • Internal Support • Detentions and making time up • Parent/carers meetings and phone calls • Lesson report <p><u>All sanctions will be appropriate for the individual student and will be valuable to their development in managing their behaviours. They will also be included on the SPARC</u></p>

Making time up

We recognise that sometimes students will need to make up time to catch up on work missed due to poor behaviour in lessons. If staff need to utilise this strategy, they need to ensure that students are not kept in for the entirety of break or lunch.

There will be students who are kept in at break, lunch or after school to support positive behaviour choices. Where this is the case, this should be clearly identified as a strategy on their SPARC form and should be agreed with home, tutor, SSO and Key Stage Lead.

Breakages and Damage

If a pupil damages school or personal property, then the school will support the pupils in taking responsibility for their actions and help put things right. Parents/carers will be notified by phone and a letter detailing the damage caused, the circumstances surrounding it and the cost of the repair. The school will then set up a reimbursement plan in order to support the student and parents/carers in repaying the damage. The reimbursement plan may include pupils completing reparation work during or after school or parents/carers being asked to pay for the damage.

Reviewed: October 2023 by R Tobitt

Next Review: October 2024

Appendix A

Student Code of Conduct

Students across all phases of the school were asked how they felt they and others should act and behave like in school. They replied with the following -

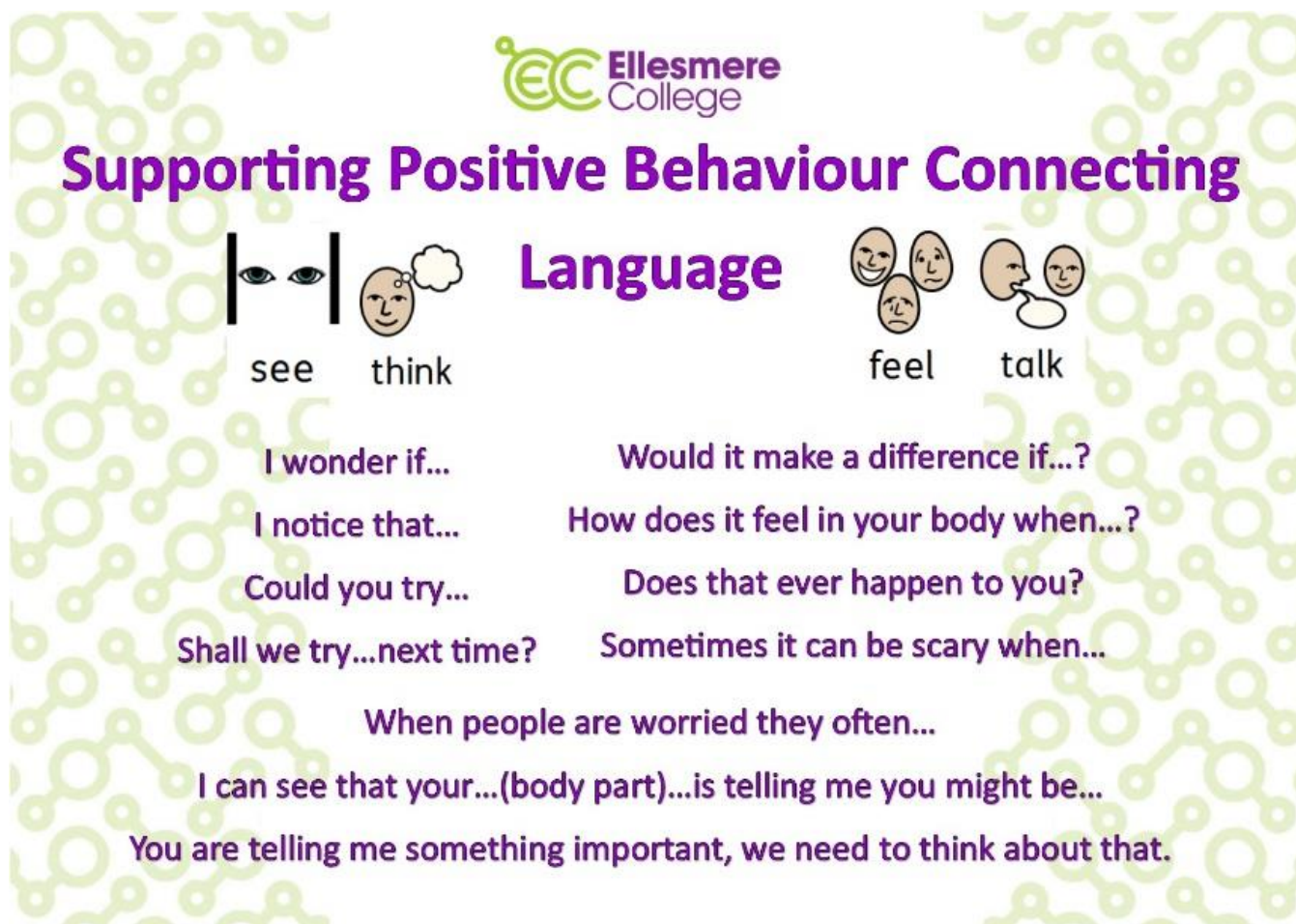
- No fizzy pop
- No chewing gum
- No bullying
- Wait your turn
- Be polite
- Be kind and respect each other
- No violence
- Follow college uniform policy

Student Expectations of Teachers

Students across all phases of the school were asked how they felt the teachers and teaching assistants should behave and act in school. They replied with the following-

- To be on time to lessons
- No chewing gum
- No swearing
- No smoking
- To listen to the students
- Be fair
- To dress appropriately

Appendix B: Supporting Positive Behaviour



The poster features a green background with a pattern of interconnected circles. At the top center is the Ellesmere College logo. Below it, the title 'Supporting Positive Behaviour Connecting Language' is written in large, bold, purple letters. To the left of the title are icons for 'see' (two eyes) and 'think' (a head with a thought bubble). To the right are icons for 'feel' (three faces with different expressions) and 'talk' (two heads with speech bubbles). Below these icons are several phrases in purple text, arranged in two columns. The phrases are: 'I wonder if...', 'I notice that...', 'Could you try...', 'Shall we try...next time?', 'Would it make a difference if...?', 'How does it feel in your body when...?', 'Does that ever happen to you?', 'Sometimes it can be scary when...', 'When people are worried they often...', 'I can see that your...(body part)...is telling me you might be...', and 'You are telling me something important, we need to think about that.'

Supporting Positive Behaviour Connecting Language

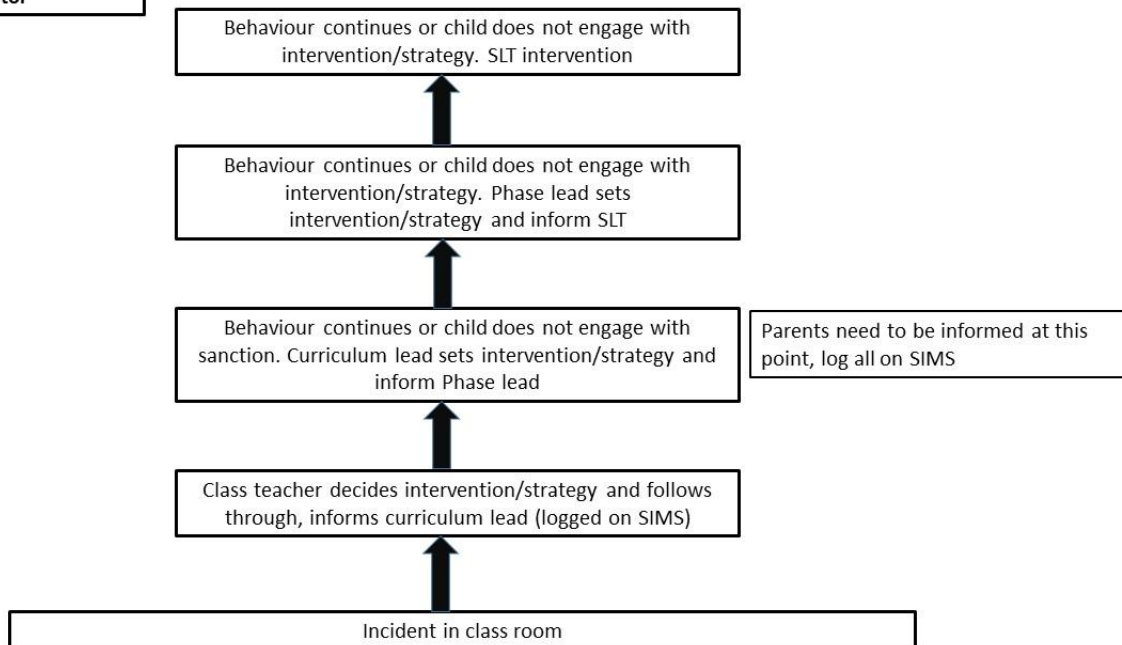
see **think** **feel** **talk**

I wonder if...
I notice that...
Could you try...
Shall we try...next time?

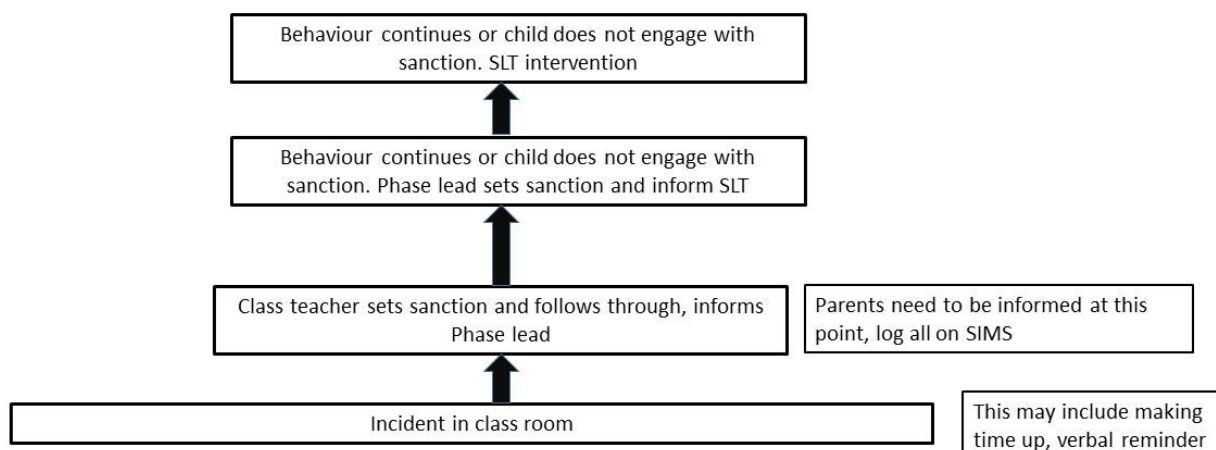
Would it make a difference if...?
How does it feel in your body when...?
Does that ever happen to you?
Sometimes it can be scary when...
When people are worried they often...
I can see that your...(body part)...is telling me you might be...
You are telling me something important, we need to think about that.

Appendix C: Reporting Incidents

When not being taught by the
form tutor



When being taught by the form tutor



Appendix D: Safe Spaces

Each Phase has their own identified calm spaces, as outlined below. These are spaces where students can focus on their behaviours and start to regulate their emotions. Our aim is that, over their time at Ellesmere College, students will develop skills in self-management. If students need to be supported to the calm spaces, this needs to be identified on their SPARC form.

Students using the calm spaces are supervised at all times.

Calm spaces at Ellesmere College:

Primary

Blue Sensory Room

Turquoise Sensory Room

Key Stage 3

Green Sensory Room

Key Stage 3 Office

Key Stage 4

Orange Hub

Tutor Room

Post 16

Outside area

Knighton

Green sensory room

Authors: R Tobitt
Version: 1.0



Safe Spaces (Blue, Turquoise and Green Rooms) Guidelines

- Supervise the pupil at all times
- Play calming music and /or use the lights
- Be in the room with the pupil
- Offer a drink to the pupil
- Use change of face
- Keep the door open unless the pupil requests it to be closed
- Offer the weighted blanket if on their SPARC form
- Use calming language and connective script/Use limited language and key words
- Remain calm and positive
- Promote the room in a positive and proactive way
- Ensure the pupils dignity is maintained at all times
- Use the room as a safe time out option
- Guide and advise pupils to use the room when you can see it may be beneficial to them. E.G. "this is a good time to use the safe space."
- Record all uses of the safe spaces and length of time used for. The forms can be found in the phase offices.
- Add the use of the safe spaces to the pupil's SPARC

When the safe spaces should be offered or used

1. To help a pupil manage their own emotional state
2. To reduce the danger or risk to the pupils/others
3. To reduce the need for prolonged use of physical intervention
4. To prevent escalation of behaviour or emotional state/to use at crisis and support recovery

Under no circumstances should the door be locked or held closed with a pupil inside

Please sign below to say you have read and understood the guidelines

Name _____

Signature _____

Date _____