

PACES HIGH GREEN SCHOOL

POLICY DOCUMENT PS/PD.07 **ENCOURAGING POSITIVE BEHAVIOUR**

As incorporated within the conductive education philosophy, we strive to maintain a high standard of behaviour at Paces School, and encourage pupils to follow our class rules. Much of our work is linked to our PSHE & CITIZENSHIP policy – see **PS/CP14 & PSSW.13**

BEING POSITIVE

Our approach is one of encouragement and praise and to raise self esteem. We aim to promote a good self image, and through effort and opportunity, a realistic and attainable ideal self. We create a positive atmosphere, emphasising good work, achievement and positive aspects of behaviour. We also create a learning environment where pupils are encouraged to be positive about and respect others.

EXPECTING APPROPRIATE BEHAVIOUR

We keep our pupils well motivated and provide appropriate supervision in order to maximise opportunities for acceptable behaviour. Appropriate language and good planning to promote relevant activities which match individual need encourage success. We ensure that pupils know what is expected of them at all times, and encourage self discipline and for them to accept responsibility for their own actions. Circle times / Together times and school assemblies are used to emphasise standards of behaviour and to convey to our pupils positive attitudes towards sociable behaviour, enhancing self-esteem and listening skills.

AVOIDING INAPPROPRIATE BEHAVIOUR

It is possible to adapt any inappropriate behaviour which is related to a pupil's condition within the conductive education programme. Early intervention, before a pupil has lost motivation helps to turn possible failure into success. It would be totally unacceptable for staff to humiliate a pupil within the group, although staff might use the inappropriate behaviour as a learning opportunity. Defusing a situation by humour, early intervention and reasoning, and the use of role play and again always emphasising the positive, often avoids any escalation of a problem. At all times confrontation should be avoided.

SETTING AN EXAMPLE

All staff are expected to treat pupils with respect, and are also expected to be polite and courteous towards them. All staff are expected to set a high standard and expect the very best of all pupils. When working within any situation, staff should always focus on the activity being undertaken and not divert into personal issues. All staff are expected to show their approval and acceptance of pupils and praise them in order to raise self-esteem. Staff must always show consistency in the way they react to different situations and behaviours.

DEALING WITH INAPPROPRIATE BEHAVIOUR

We consider the following as forms of behaviour which need modification through the conductive education programme:

- physical aggression
- communicated abuse in any form, towards either pupils or adults and defying or ignoring instruction by classroom staff
- anti-social conduct
- wilful damage of property
- cyberbullying

If a pupil does something which is inappropriate then label the wrong behaviour and show the effect of that behaviour and the feelings it generates e.g. *shouting out like that stops me from telling you something interesting and that upsets me*. This means that any negative comments are associated with the behaviour and not the pupil personally. Staff should always avoid any confrontation, staying calm whilst at the same time remaining firm and consistent. We must always show respect and kindness, protecting the self-concept of the individual pupil. If possible we will try and engineer a calming down period before dealing with any emotional, disturbed or frustrated behaviour.

E-SAFETY

Those students who have the ability to understand are taught about e-safety and to understand what safe and responsible online behaviour means and to know the SMART rules, including **reporting any concerns they may have**. See PSPD 18 Appendix 3 'E-safety: An acceptable use policy'. Issues around cyberbullying are highlighted to those with sufficient understanding and ability to use the internet independently, through the curriculum and on a 1 to 1 basis.

SANCTIONS

Sanctions are seen as inappropriate because most behavioural issues arise only as a part of a pupil's condition. Therefore the behavioural difficulty needs dealing with through the conductive education programme on a 1 to 1 basis using strategies relevant to the pupil's condition and related behaviour.

CELEBRATING SUCCESS – see also PS/PD.13

We emphasise rewards rather than sanctions. Individual efforts, successes and achievements are celebrated whenever possible:

- daily: stickers, self and group evaluation during circle time/together time/get together time
- weekly: when pupils receive recognition for achieving a particular target
- termly: when certificates are given out, linked to targets, which also form part of their Progress File

Parents are encouraged to join in some of these celebrations.

TARGETS

Targets are used at all times to progress all areas of development, including those relating to PSHE, including behaviour. There may be occasion to set up a target system in the form of a star chart or the use of 'The 5 Point Scale' for those pupils who would benefit from this positive feedback and supportive strategy. The pupils themselves will share the ownership of these strategies, and help decide on their own success and 'fair' rewards. Again parents are encouraged to share with us in whatever strategy is decided upon.

PARENTS/CARERS

We encourage parents to be involved in all areas of development of their child, including behaviour management, and parents are encouraged to share classroom time with us whenever we feel it is appropriate to support our policy. We also encourage parents to share their issues/problems when behaviour problems arise at home and offer our advice. We wish to promote an environment which is conducive to meeting all our pupils' needs, and there may be occasion when staff need to touch individual pupils in ways which are entirely appropriate within the conductive education programme. Parents/carers will be informed if there are any behaviour management issues which require our joint co-operation to achieve a positive outcome.

PROCESS FOR POSITIVE BEHAVIOUR INTERVENTION

It may be necessary to begin a 'Positive Behaviour Summary sheet (FORM1- see also help sheet Form 1) which sets out behaviour management issues, introducing new skills in a positive way. This will describe what the problem is, why it is a difficulty, and detail how to manage the problem. This will inform the Positive Intervention Programme (FORM 2 – see also help sheet Form 2)

POSITIVE INTERVENTION PROGRAMME

There may be occasion to devise a Positive Intervention Programme (FORM2) for those children whom we feel it would benefit in their PSHE development. Achievable targets, linked to a star chart, using 'The 5 Point Scale', where appropriate, will help to reinforce positive behaviour, and lead to rewards. Parents/carers will need to be involved in order to support the plan and help provide any rewards, e.g. a special weekend treat. It may also be appropriate to involve other agencies, e.g. respite care provision. The Programme will be timed and reviews arranged as and when thought appropriate for the best management of the behaviour. The programme may also be discussed at the annual review.

EXCLUSION & SECLUSION

We really do not see that exclusion or seclusion should ever be necessary within our setting and considering the medical condition of our pupils, we would see it as a severe reflection on our ability as Conductor/Teacher professionals if such an occasion should arise.

However, in the unlikely circumstance where it is thought that the pupil has the ability to knowingly understand that they have exhibited inappropriate behaviour (definition as above) then 'Direct Action' would be taken in the form of sanctions which would involve parents/carers, and could in the most serious of circumstances involve exclusion. These would be as follows:

1. 1 full day exclusion. On this day a meeting would be held with parents/ carers to define and discuss the problem and agree an action plan for positive behaviour intervention..
2. If problems continued to arise following the Positive Behaviour Intervention Programme, then the exclusion period would increase to 2 days, and continue to do so until the maximum of a 5 day exclusion was reached.