



POSITIVE BEHAVIOUR POLICY

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This policy meets all the requirements of SEN and Disability (SEND) Code of Practice.
It will be reviewed annually or when there is a change in circumstances, in work practices or the introduction of new legislation.

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KEY BELIEFS

At LifeBridge ASEND we believe that:

- **Young people want to behave well.** We believe that our young people are happy when they behave well and when that behaviour is recognised by adults and their peers.
- **Young people can learn to improve their behaviour.** Learning a new behaviour or improving a behaviour is part of developing and maturing. This can be done with support and personalised strategies.
- **Mistakes are part of the learning process.** We understand poor behaviour as a mistake which can be rectified. We support our young people to get it right and encourage self-regulation and promote young people taking responsibility for their actions. Practice improves performance.
- **All adults can learn strategies to support young people to improve their behaviour.** Developing an understanding of why young people behave as they do, a positive attitude to the person and their behaviour and effective strategies for managing that behaviour is a core requirement of the job. It requires a commitment to ongoing professional development.
- **Following the rule of law-** a fundamental element of being a good British citizen is to follow the rule of law, which underpin British values. This starts from a basic understanding of 'right and wrong'

We as adults can support our young people through:

- All LifeBridge ASEND staff can support our young people by building quality relationships with each other, to help us to provide good models of behaviour at all times for our children and young people, some of whom may have less helpful relationship models in life outside of college.
- The quality of our relationships with our young people are crucial. Each adult is a **significant** adult.

To foster successful, enabling relationships we need to:

- actively build trust and rapport – we earn this, it is not given
- keep your word – do whatever you say we will do
- always tell the truth – never lie to a young person
- apologise if you make a mistake – you are modelling this for the young people and you will earn respect
- demonstrate your belief that all young people can succeed
- look for the good in the young people – identify it and build on it.
- always treat the young people with dignity and respect
- listen carefully and respectfully to the young people, and make a judgement about how and when to respond
- hear the message behind the words/behaviour; ask yourself why the young person is behaving in this way – there will always be a reason; the behaviour is a symptom

- manage your own emotional reactions to young people' behaviour ie demonstrate emotionally intelligent behaviour at **all** times
- let go of your memories or feelings following previous poor behaviour or emotional responses – it's unhelpful history. Focus instead on helping young people to make better choices in the future
- quietly but firmly hold appropriate boundaries for the young people.
- never let young people do what they want, when this would infringe the rights or comfort of others.

The quality of the teaching we provide

If we can meet each person at his/her point of learning, in most cases poor behaviour is likely to decrease/disappear. To do this we need to:

- accurately assess the young person's learning e.g. learning ability, learning style and level of achievement to enable them to make progress
- plan to meet the young person's' range of needs e.g. structure, equipment, activities, groupings, appropriate mentors
- know what motivates each young person and use it to help him/her achieve
- carefully plan lessons to ensure that we meet each young person at his/her point of learning i.e. the work should be not too easy, nor too hard and we should plan for success
- include the young people in the target setting and evaluation process, using appropriate language (self-assessment)
- give the young people feedback on progress in a supportive way, focussing particularly on their achievements and what they need to do to make further progress
- praise the young people for their specific achievements i.e. descriptive praise
- actively teach the young people positive learning behaviours, so that they know what to do to ensure successful lessons e.g. listen to the adults, think before you answer, choose who to sit with

Frameworks

By this we mean all our processes, interventions and resources that we use to support our young people to manage their own behaviour successfully

- A consistent agreed approach to fully understanding and responding to the needs of each and every young person
- Through and detailed assessments - that inform individual plans - educational, behaviour, social and health
- Bespoke timetables to reflect ability levels, learning styles, previous experience of education and particular SEN's
- Consistent allocation of appropriately qualified and experienced adults-education and wellbeing- to enable trusting relationships to be built

Rights:

All our young people have a right to:

- learn, and to make demonstrable progress
- always feel physically and emotionally safe
- always be treated with respect and dignity
- express their feelings in an appropriate way

All our staff have a right to:

- teach without undue disruption
- learn how to improve their practice
- always feel physically and emotionally safe
- always be treated with dignity and respect
- express their feelings in an appropriate way

Responsibilities:

are linked to rights, and this should be made explicit to our young people

- all people at LifeBridge ASEND are responsible for their own behaviour. Nobody makes someone behave badly. We choose how to respond
- we can only change our own behaviour – not that of others. We can't make people do what they don't want to do
- we own our own feelings – others don't make us feel bad, angry etc.

Rules are in place to support positive behaviour. They should be:

- few in number
- easy to understand and follow
- agreed with the young people
- stated in the positive
- regularly and repeatedly referred to by all staff with young people
- regularly reviewed with the young people

Desired behaviours must be explicitly taught, don't assume the young people know them. These should be reinforced during all activities, including:

- the start and the end of the day
- during mealtimes
- when moving around the site
- entering and leaving rooms
- going to, and coming back from, off-site activities
- greeting visitors

The more consistency there is over routines and what is expected of them, the easier it is for our young people to learn them.

REWARDS AND CONSEQUENCES

Rewards- linked to positive choices and achievements. Focusing on the specific behaviours we wish to improve.

There can never be too many of these. They are part of the 'language' in this school. They include:

- social rewards- nods, smiles
- descriptive praise
- end of term certificates
- end of year award ceremony
- student achievement awards
- letters/notes/telephone calls home to parents/carers
- Treat rewards- hot chocolate, healthy snacks, special responsibilities/privileges

Consequences- We do not believe in sanctions or punishment but must teach our young people that behaviours have consequences. This is part of following the rule of law and being a good British citizen.

Restoration- means restoring relationships, or 'making good' in some way

- We believe that young people should always be given the opportunity to repair situations, and that this is what they want to do.
- We do not believe in the concept of punishment, because it focusses the young person's mind on the punishment, rather than on their actions. This frequently leads to children and young people feeling angry about the punishment, rather than thinking about the effect their behaviour has on others.
- By using restorative justice techniques, we support young people to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Descriptive Praise

By telling young people exactly what we like about what they are doing, we are reinforcing the behaviours we want to promote.

We are also giving them positive feedback and personal recognition. This raises self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the

Parents and Carers

- to support the colleges approach to behaviour management, in line with this policy
- to support their young person in learning to manage his/her own behaviour
- to take opportunities provided by the college to further develop their own understanding and implementation of effective behaviour management.

BULLYING

- we do not tolerate bullying and have a robust Anti-Bullying policy
- bullying should never be ignored
all instances of bullying must be recorded on an incident sheet parents/carers should be informed by telephone every instance needs to be addressed, in line with this policy, with each young person involved taking responsibility for their actions, apologising and agreeing to stop/change the behaviour causing concern.
- This agreement will be monitored by the nominated 'bullying leads' to ensure that the bullying has ceased. If problems persist, they should be referred to the Head of LifeBridge ASEND.
- All incidents are reported to the Head of LifeBridge ASEND and serious concerns will be reported to the Board of Directors.
- Racist, sexist, homophobic, disability abuse, or anything that breaches the Equality Act 2010 - is not acceptable and will be dealt with in line with this policy.

BEHAVIOUR INTERVENTIONS

Positive Handling/physical interventions- The positive application of sufficient force to ensure, by physical means alone, that young people does no injury either to him/herself, a member of staff, young person or property. **Positive handling and physical interventions:**

- Should rarely be used, and only after all other interventions have been exhausted, and only by staff who understand behavioural management processes.
- Should only be used if the young person is putting himself or others in danger and where failure to intervene would constitute neglect
- If used, it must be recorded on a pastoral form.
- Staff must understand the possible consequences of using methods of physical intervention when difficult behaviour occurs.
- the young person's behaviour plan must be up-dated, including the physical interventions which have been successful & share with relevant colleagues
- If used, parent/carers need to be contacted.

Holding- by this we mean providing physical direction e.g. young person is led away by hand/arm/around shoulder (using Team Teach/managing behaviour practices)

- it falls short of positive handling
- it is subject to considerations of sexual appropriateness and sensitivity
- is subject to interpretation, so must be used with care

Touching

This can be a valuable part of managing behaviour and may be used appropriately e.g. a handshake, pat on the shoulder, side hugs always in a public place. Young people may never be

- locked up
- left alone/unattended
- deprived of food/drink
- denied access to a toilet

MONITORING

- We will observe and feedback to staff on observed good practice and areas for development
- We will apply a consistent behaviour management approach throughout the whole of Lifebridge ASEND, appropriately adapted to the age and abilities of the young people.
- The SLT will assess, plan, do, review as part of our on-going school improvement plans.
- The SLT will report to the Board of Directors as and when concerns and interventions arise.
- Regular feedback will be sought from staff and young people to continually improve behavioural outcomes.

CONTINUING PROFESSIONAL DEVELOPMENT

To further improve their practice staff can:

- Attend compulsory whole team training sessions on behaviour management
- Apply to go on individual courses out of work, as part of their individual Continuing Professional Development
- Ask for in-house individual development opportunities e.g. by observation and learning dialogues with staff, with identified best practice, triad teams.
- Use own initiative in independent reading of articles, books, and journals on best practice related to behaviour management and other relevant practice.

CONCLUSION

In conclusion, with every person in LifeBridge ASEND effectively implementing this Policy, we will have a simple yet sophisticated technique for contributing to our Mission. Furthermore, it will reduce stress levels on both staff and young people and contribute to the success of the learners' progress.