

DONCASTER SCHOOL FOR THE DEAF



Positive Behaviour Policy (Behaviour Policy)

Date: July 2022
Policy : Positive Behaviour Policy
Author: Jane Goodman
Doc ref: Version 3
Classification: Live
External input: the School bus, evidence based practice
Owner: DHT
Review date: June 2024 or watchlist update if earlier

DONCASTER SCHOOL FOR THE DEAF

'Any behaviour policy will only be as effective as the work of the staff who put it into practice'. As the Elton Report (1989) comments; 'there are no simple remedies. It is the totality of responses the child receives and the quality of teaching and environment that will ultimately affect their behaviour for good or ill. So any policy has to be applied with humanity, sensitivity and consistency'.

POSTIVE BEHAVIOUR POLICY

This document outlines Doncaster School for the Deaf's philosophy, aims and practical strategies for working towards high standards of behaviour in School.

STATEMENT OF INTENT

The school is committed to:

- Promoting self-esteem, self-discipline, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including policies, values and attitudes, alongside the social and physical environment

· Teaching – the curriculum is used to develop pupils’ knowledge about health and wellbeing

· Engagement – the school engages with parents, outside agencies to promote consistent support for pupils’ health and wellbeing

Where vulnerable pupils are identified, provision will be made to support and promote their positive mental health.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) ‘Behaviour and discipline in schools’
- DfE (2021) ‘Keeping children safe in education 2021’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2013) ‘Use of reasonable force’
- DfE (2018) ‘Searching, screening and confiscation’

This policy operates in conjunction with the following school policies (not exclusive) :

- Pupil Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Peer-on-Peer Abuse Policy
- Safeguarding Policy
- Smoke-Free Policy
- Pupil Drug and Alcohol Policy
- Anti-bullying Policy

INTRODUCTION:

The Communicative Function of Behaviour;

Behaviour management and the promotion of positive behaviour do not constitute a discrete, separate element of life at Doncaster School for the Deaf. We believe that all presenting behaviours, whether belonging to students or staff, are communications and as such efforts should be made to understand and respond appropriately to them. We embrace the view that most, if not all, behaviour is fundamentally good in intention – designed to safeguard the physical and/or emotional survival needs of the individual/s concerned. Poor behaviour therefore represents the expression of legitimate needs, albeit inappropriately expressed. For example a need to belong, to think of one-self as lovable and to have self-worth are experienced in school situations as the need for:

- Attention;
- Justice/reparation;
- Power & control (issues of choice/task avoidance);
- Acceptance and affiliation (friendships and companions);
- Access to tangible resources;
- Stimulation (avoidance of boredom);
- Expression of self.

Emotional Objectivity:

Behaviours represent responses to experiences; these experiences generate emotions which in turn drive the presenting behaviours. All too easily student behaviour can be misconstrued by educators as deliberate attempts to ‘wind’ them up and therefore personal. The reality is somewhat less straightforward though often linked to how students perceive themselves to be perceived and subsequently treated by educators. Educators therefore need to maintain an emotional distance between themselves and classroom events and constantly evaluate their responses to them. It is our collective task to better understand the ‘behaviour as communication’ process to ensure where necessary that the most appropriate means of communicating need is simultaneously promoted and/or directly taught.

‘Social and emotional behaviour is a function of the interaction between the context and what the individual brings into that context’. **Faupel et al**

‘..... many of the problems of control that arise in the classroom are a direct consequence of the way in which the teacher acts (or reacts) toward the children concerned..... So the teacher must examine closely what is really going on in the interaction that is taking place and, by understanding its nature, modify personal responses as necessary’ **Tim Brighthouse**

All school staff are encouraged and supported to better understand student communications and the relationship between responses given and the behaviours they elicit. As educators, we need to recognise that we cannot ever hope to effectively control children’s behaviour. This recognition will allow us to focus our energies upon the more achievable task of positively influencing and inspiring students toward more appropriate behaviour, directly teaching replacement behaviours, coping strategies and thereby proactively eradicating attainment limiting factors that are open to their influence.

‘The only thing that educators have real control over is themselves. The way they approach and deal with children, the way they respond to their behaviour, the way they

... speak, the way they look, the way they arrange and organise their room, together with the way they present the work set them is all under their control'. Rob Plevin

1. PHILOSOPHY

Doncaster School for the Deaf (DSD) aims to create a **calm, positive and safe learning environment**, which encourages **good social behaviour and respect for self and others**. DSD recognises that pupils learn most effectively and behave appropriately when they know what is expected of them, when they are positively encouraged to behave well, have ample opportunity for success and when they are **consistently and fairly treated at all times**.

Pupils should see that consequences are fairly and consistently applied and are directed towards the behaviour rather than towards them as individuals.

“Disapprove of the behaviour – not the child”

A clear, agreed and known code of conduct ensures that everyone is aware of what is acceptable behaviour. **This will take the form of a limited number of school rules established through discussion between staff and pupils in each Key Stage.**

We believe in the right of all school community members:

- To feel physically and emotionally safe;
- To learn and develop to the best of their ability;
- To be respected and valued as an individual;
- To a learning environment, where tolerance, fairness and courtesy prevail;
- To express their views, be listened to and consulted;
- To clear and consistently applied expectations and boundaries;
- To learn from our mistakes through opportunities to discuss them;
- To accept responsibility for their own behaviour and make amends.

2. AIMS

2.1 The aims of this policy are:

- to ensure the safety and well being of all pupils
- to ensure the safety and well being of members of the school community and of the general public
- to help pupils to develop and demonstrate positive abilities and attitudes via a whole school approach which enhances self-esteem and self-respect through positive feedback and encouragement
- to teach pupils to have self-control and to be responsible and accountable for their actions
- to teach pupils that actions and choices have consequences
- to determine the boundaries of acceptable and unacceptable behaviour
- to guide pupils from inappropriate to appropriate behaviour
- to help all pupils achieve their full academic and/or vocational potential
- to encourage mutual understanding and respect for other people
- to encourage pupils to develop a range of appropriate social skills
- to encourage pupils to develop independence and responsibility
- to create a calm working atmosphere and orderly community in which effective learning can take place
- to focus on a positive approach using encouragement, verbal praise, incentives and rewards, in preference to a negative approach of criticism and punishment

3. IMPLEMENTATION

3.1 Behaviour management is concerned with developing and consistently using **a range of strategies** to influence the behaviour of individual children, groups and the whole school community. It addresses such issues as:

- what influences children both in school and out of school
- how do learning difficulties affect behaviour
- how learning appropriate behaviour is developmental
- practical ways of managing difficult situations
- additional help from outside agencies.

3.2 Behaviour education **should be focussed on all children**, although it is recognised that some individuals have more specific and critical needs. Good behaviour management, where possible, anticipates and minimises the impact of inappropriate behaviours and also ensures that **staff are prepared and in control** when challenging situations arise.

3.3 At DSD successful behaviour management is based on **positive relationships** between all involved and is:

- agreed by all staff
- clearly understood by all staff and pupils
- applied consistently and fairly
- supported by senior management
- established within a framework of clearly understood routines and well-defined individual boundaries of behaviour.

3.4 Behaviour management strategies include:

- the encouragement of **good habits** from an early age
- the setting of **good examples from adults**
- early **low-level intervention** in situations to prevent escalation
- the use of **Individual Behaviour Strategies** for identified pupils
- **rewarding positive** actions and behaviour (both individual and group)

REWARD:

Rewards take the form of:

- ☺ eye contact and smile
- ☺ praise for individual and/or small group
- ☺ positive feedback
- ☺ 5 or 10 minutes on a favourite activity at a convenient time
- ☺ stickers or stars/merits
- ☺ free choicer at an appropriate, agreed time
- ☺ reward trips
- ☺ certificate/letter to show parents
- ☺ being sent to show other teachers the good work
- ☺ a good work display in the class or public area
- ☺ recognition in a 'Good Work' assembly
- ☺ being sent to the Head
- ☺ additional play time / choosing time

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

SANCTIONS:

The application of sanctions is effective in promoting positive behaviour where they are:

- designed to promote positive attendance, behavior and learning, rather than punish perpetrators;
- understood by pupils as fair and proportionate.

When anticipating and/or applying sanctions, staff are expected to:

- avoid early escalation to more severe sanctions;
- reserve the more severe sanctions for the most serious or persistent misbehavior;
- avoid whole group sanctions that punish the innocent as well as those guilty;
- focus upon the condemnation of the behaviour and not the person;
- take account of the individual circumstances and context of misbehaviour;
- regularly remind and encourage pupils, as part of their everyday teaching, to reflect on the effects of their misbehavior on others and themselves in terms of feelings without apportioning blame.

Sanctions take the form of:

- ☹ eye contact and frowning
- ☹ being told off (preferably 1:1 in private)
- ☹ teacher explaining what is wrong with behaviour
- ☹ being kept in at breaktime or lunchtime
- ☹ time out
- ☹ phone call to parents
- ☹ letter sent to parents
- ☹ exclusion

Sanctions are always applied at the lowest level possible and the sanction and reason for the sanction discussed and/or role-played with the pupil **at an appropriate time.**

Our actions should always be geared toward Reparation, Restitution and Reconciliation and not Retribution or Revenge.

4. RECOMMENDATIONS FROM EEF

Know and understand your pupils and their influences

Understanding a pupil's context will inform effective responses to misbehaviour

Teach learning behaviours alongside managing misbehaviour

Use classroom management strategies to support good classroom behaviours

Use targeted approaches to meet the needs of individuals in your school

Universal behaviour systems are unlikely to meet the needs of all your students

For pupils with more challenging behaviour, the approach should be adapted to individual needs

5. MANAGING THE DIFFICULT TO MANAGE:

For those pupils who may continue to present behaviour that is difficult to manage, increased structure within the classroom is introduced to provide clear and unambiguous responses from staff members. A record is kept of each incident describing the circumstances, the behaviour, the management strategy implemented and the pupil's response. These records are monitored on a regular basis by a designated member of the School Leadership Team, with responsibility to report trends to the Governing Body.

Accurate records are kept on pupils' behaviour to ensure that any future action can be supported by clear, accurate evidence.

The **Procedures Flowchart** attached (Appendix One) indicates how continued difficult behaviour or severe incidents are referred on and the recommended action that may be taken.

It may be necessary to introduce a behaviour programme for an individual (or group) which will:

- specify, precisely, the unacceptable behaviour
- set targets as alternative acceptable behaviours
- clearly state rewards available and when they are given
- clearly state consequences of choosing the unacceptable behaviour in preference to the acceptable one
- identify any organisational changes to support the programme

It is recognised that there will be times when all other avenues have been tried, that exclusion is an inevitable and proper response to unacceptable behaviour.

The three main phases to managing exclusions are:

1. Preparing for exclusion
2. Carrying out the exclusion
3. Receiving the pupil back in to school

Exclusions are managed in an atmosphere of calmness, clarity and order to achieve the best possible effect of discipline in the school. Ideally, exclusion should never come as a surprise to either parents, pupil or Local Authority representative.

6 . RECORDING PROCEDURES

All incidents involving physical assault, personal injury, major damage to property or other matters of a serious nature, along with sanctions applied, are recorded on an Incident or Behaviour Sheet which is read, discussed and counter-signed on a regular basis by a member of the Senior Management Team and the Executive Principal. These Reports also have a section to record Racist and Homophobic incidents for recording purposes. CPOMS is used to record concerns and behaviour over time.

7. PARENTAL INVOLVEMENT

DSD encourages parents to support their children via communication through home-school books at KS1/2, weekly diaries at KS3/4, informal contact via the phone, email, text or formal contact via letters and visits to discuss specific issues. Parents should be contacted by the form teacher termly and as necessary by a member of the Senior Management Team.

8. TRAINING

Some staff are provided with training on the proper use of restraint (See CPD Matrix) Most Training and discussion is based on individual pupils , meetings and approaches suitable for that pupil with staff who work with the pupil and if necessary external training is sourced . Any staff who would like further development to improve their practice can request this.

9. MONITORING, EVALUATION AND REVIEW

9.1 Behaviour issues are discussed informally and formally between form teachers and the Senior Management Team on a 1:1 basis, in staff meetings and as necessary. Areas of concern and action taken are recorded in pupil's files and in the minutes of meetings. Serious incident sheets are completed for an agreed range of serious incidents and are securely logged in a centrally-held bound Incident file. This is monitored by the Governor for Safeguarding.

9.2 Children, as necessary, may be referred to an Educational Psychologist, their local Educational Psychologist and external agencies.

9.3 Support is available for families, pupils and staff by the National Deaf CAMHS (Children and Adolescents Mental Health Service).

Approved

The Positive Behaviour Policy was approved by the Governing Body.

This policy is will be subject to review as a part of the school's Self-Evaluation and Self-Review cycle.

Appendix One:

BEHAVIOUR MANAGEMENT PROCEDURES
FLOWCHART/REFERRAL SYSTEMS (also refer to IBPs or ASD approaches) This is not rigid for all pupils

Pupil is seen by class teacher or form teacher, or member of support staff.	<u>Action</u> <ul style="list-style-type: none">▪ <i>Specify the unacceptable behaviour</i>▪ <i>Specify alternative, acceptable behaviour</i>▪ <i>Agree any organisational changes</i>
Pupil is seen by relevant member of staff with follow up talk to parents, if appropriate.	<u>Action</u> <ul style="list-style-type: none">▪ <i>As above.</i>
Pupil is seen by Deputy Head or Head of Care. Parents/carers may be contacted.	<u>Action</u> <ul style="list-style-type: none">▪ <i>As above.</i>
Meeting: Senior Staff, parents/carers, pupil (as appropriate) and any significant others, possibly local authority officer).	<u>Action</u> <ul style="list-style-type: none">▪ <i>Evaluate progress up to now. Build on successful aspects and amend unsuccessful aspects</i>
Involve outside support – if appropriate	<u>Action</u> <ul style="list-style-type: none">▪ <i>As above to increase the range of possibilities on offer</i>
Exclusion (Fixed Term or Permanent as appropriate)	<u>Action</u> <ul style="list-style-type: none">▪ <i>Prepare for exclusion</i>▪ <i>Carry out the exclusion</i>▪ <i>Receive pupil back in to school – See Exclusion Policy</i>

ANY PART OF THE FLOWCHART CAN BE SKIPPED DEPENDING ON THE SEVERITY OF THE INCIDENT(S)

Appendix Two:

Positive Behaviour

We want a **calm, positive and safe school,**

We want **good social behaviour and respect for self and others.**

Pupils will be fairly treated at all times

Pupils should discuss with staff and each other the school rules DSD should have

We want:

- To recognise, reward and celebrate good behaviour
- To make sure everyone can become self-confident, valued and respected
- To encourage good behaviour, reduce misbehaviour and confrontation
- To make sure that everyone knows what is meant by good behaviour
- To praise good behavior.

Appendix Three:

RESPONSIBILITIES & ENTITLEMENTS OF THE SCHOOL COMMUNITY:

Pupils are expected:

- To attend school regularly, adhere to the school's code of conduct and be prepared to learn;
- To respect, support and care for each other in school and the wider community;
- To be tolerant of others irrespective of race, gender, religion, sexuality and age;
- To listen to others and respect their opinions;
- To follow the reasonable requests of adults throughout the school day;
- To accept and/or seek the support of adults at times of need;
- To take responsibility for their own actions and behaviour;
- To participate and be involved in school decision-making processes and make their views known to adults in appropriate ways;

Pupils are entitled to:

- Be treated with dignity and respect;
- Individual targets to ensure teaching and learning meets their individual needs;
- A stimulating and challenging curriculum;
- Experience a sense of safety and security;
- Consistency in their care and management of behaviour;
- Experience a sense of belonging and feeling valued as an individual;
- Be consulted in matters that affect them and have access to systems of student representation;
- Have their behaviour, social and emotional skills recognised and celebrated;

Parent/carers are expected:

- To provide school with an emergency contact number;
- To be aware of and support the school's values and expectations;
- To support their child's regular attendance, preparedness to learn and adherence to the school's code of conduct;
- To take an active and supportive interest in their child's work and progress;
- To make school aware if they think their child is being bullied;
- To take responsibility for their child's behaviour both within school and the wider community.

Parent/carers are entitled to:

- Be treated with dignity and respect;
- Know about school policy matters and have access to the relevant policies;
- Be regularly informed of their child's progress and be advised of any difficulties promptly
- Receive support from school and be directed to appropriate forms of additional support as necessary;
- Can expect school staff to inform them if their child is absent from school;
- Feel welcome and valued when communicating with and/or visiting school.

Staff are expected to:

- Lead by example and contribute to the promotion, development and monitoring of the schools' Positive Behaviour Policy;
- Encourage the aims and values of the school and local community among the students;
- Treat all members of the school community with dignity and respect;
- Provide a challenging, interesting and relevant curriculum;
- Create a safe and pleasant environment, both physically and emotionally;
- Model appropriate behaviour and social skills in interactions with members of the school community;
- Meet the educational, social, emotional and behavioural needs of pupils through an appropriate curriculum and individualised support;
- Recognize when they may require the support of others in managing pupil group and/or individual behaviour and seek support;
- Seek to promote positive behaviour in all their interactions with students;
- Be consistent when working with pupils;
- Promote and safeguard the well-being of all pupils;
- Develop positive working relationships with parents and carers.

Staff are entitled to:

- Be treated with dignity and respect;
- Contribute to policy and practice development in behaviour
- Know when and how they can seek the support of colleagues in times of difficulty;
- Have access to support and advice as required to best address matters of misbehaviour.

Managers & Governors are expected to:

- Ensure that all aspects of the school's behaviour and attendance policy promote equality for all pupils;
- Collate, analyse and monitor behaviour and attendance data to inform resource allocation and seek improvement;
- Closely monitor the use of rewards and sanctions to ensure that their distribution does not detract from equal opportunities principles;
- Support the creation of an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality;
- Provide advice and support to enable all school staff to effectively fulfil their roles and responsibilities.

What might escalate a behaviour?

An Audience (staff and students)
Other students (winding things up)
Our body language
Our action
No way out
Over-reacting

Wind it down - not wind it up

What might deescalate a behaviour?

Staff member leaving
No-one to impress
A way of 'getting out'
Individual strategies - Knowing what works for that student
Knowing what they want - building relationships

Appendix five: EEF Guidance extracts :

Know and understand your pupils and their influences

default responses

Two children are disruptive in a classroom this morning:

Pupil 1 feels he is lacking attention from the teacher and wants this even if it is negative;

Pupil 2 wants to escape the classroom as she is bored, so acts up to get removed.

If the teacher's default is to send out the child, this would reinforce Pupil 2's unhelpful behaviour, whereas for Pupil 1, this strategy could dissuade the behaviour. Reprimanding the child in class could reorient Pupil 2 but would reinforce Pupil 1's misbehaviour.

For further info refer to

https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf

The Establish-Maintain-Restore (EMR) method

A good way to build positive relationships with pupils is the EMR method, which has promising results from a small study. Summarised below, it involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship. It is recommended that this technique should take no longer than 30 minutes per week and can be completed during periods the adult already spends with pupils, representing an efficient use of time.

	Establish	Maintain	Restore
Definition	Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)	Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)	Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R3 = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

Targeted programmes tend to demonstrate a bigger effect on behaviour outcomes compared to wholeclass or whole-school programmes”

“