



**The Grange
Therapeutic School**

GP05 PROMOTING GOOD BEHAVIOUR

Please read with school guidance documents GP05(a) Management of Behaviour policy and GP05(b) Restrictive Physical Intervention Guidelines policy.

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1. Statement of Principles, Values, Aims and Objectives

At The Grange Therapeutic School we aim to promote positive social, emotional and behavioural change in our students through a supportive and consistent approach across education and care based on the needs of our students. Our Behaviour Management Strategy is based on holistic approaches and the therapeutic belief that all people have the capacity for growth and development no matter what their ages or life experiences and that behaviour can change.

The Grange Therapeutic School admits vulnerable students who experience social, emotional, communication difficulties and associated challenging behaviours. Many of our student's exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic strategies is to overcome these barriers. We aim to provide a consistent and well supervised environment where students feel safe and secure and reach their potential through positive relationships.

2. Principles and Values that Underpin this Policy

The policy, practice and procedures aim to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of students to the highest quality of education, care, health and therapy. The philosophy and ethos of the school reflects acceptance and respect for all students irrespective of their age, religion, disability, ethnicity, sexual orientation, gender identity and gender re-assignment or immigration status and includes a clear set of values that are seen to be important within the school and wider community, they are as follows:-

- To value each other and our community
- To listen to each other and ask for help when we need it
- The promotion of mutual respect, acceptance, trust and honesty
- To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence
- To proactively manage and de-escalate challenging and unacceptable behaviours
- To implement holistic, integrative and consistent approaches which promote positive behaviour, develop children and young people's understanding and manage behaviour fairly, effectively and encourage young people to achieve their potential
- To establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security and well-being
- To work in partnership with all stakeholders, to promote good behaviour
- To apply rules reasonably and fairly, to use sanctions effectively and proportionately in relation to the age, needs and ability of the child or young person, or any religious requirements affecting them
- To develop and reinforce the principles of good citizenship, including the fundamentals of British Values of democracy, the rule of law, individual liberty, and a mutual respect and tolerance for those of different faiths and beliefs
- Corporal punishment is illegal in all circumstances.

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3. The Objectives of this Policy

- To set out clearly how our principles and values can be translated into effective everyday actions
- To provide clear guidance and support to all staff
- For staff to provide leadership and positive role models to students
- To promote good behaviour and make positive change for our students, setting them clear and achievable goals
- To expect the highest standards of educational attainment and achievement, through the development of acceptable standards of behaviour and conduct
- Students should be assisted to show respect, tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong
- To help students to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities
- To develop and implement, co-ordinated and cohesive practices and procedures between home and school
- To regulate the behaviour and conduct of students
- To prevent bullying
- To comply with the Independent School Standards 2014

This statement should be read alongside key policies;

- Curriculum
- Teaching and learning, including SMSC
- Safeguarding
- Anti-bullying
- Equality and diversity
- Managing allegations against professional staff
- Health and Safety, e.g. risk assessments, first aid and educational visits
- E-Safety
- Exclusion Policy

3.1 Review

This policy is subject to annual review.

4. Headteacher Responsibilities and the Legislative Framework

The Head of The Grange Therapeutic School will set out measures in this Good Behaviour and Discipline Policy, which take into account the principles, values and objectives identified above and act within the legislative framework. The Headteacher must decide on the standards of behaviour expected and strategies to teach good behaviour, and determine the rules and any disciplinary penalties for breaking them. The Headteacher will also consider measures and strategies to manage the following;

- Students behaviour, attitude and conduct outside of school, e.g. transport and educational visits
- The screening and searching of students
- The power to use reasonable force and other physical contact

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- Working with other local agencies to assess the needs of students who display continuous disruptive behaviour
- To have in place an effective Safeguarding policy and procedures
- To have in place an effective anti-bullying policy
- To publish annually the Good Behaviour and Discipline Policy to Parents and Staff
- Support and pastoral care for staff accused of misconduct
- Clear guidance to all staff with regards to their responsibilities to manage students positively and have the power to discipline where students misbehave either in or outside school.

The legislative framework, Headteachers are required to consider;

- Education and Inspection Act 2006
- The Education Act 2002, Section 175
- Education (Independent School Standards) (England) Regulations 2010 (Amended) (England) Regulations 2014
- EU Convention on the Rights of the Child 1989
- Equality Act 2010
- The Human Rights Act (1998)
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders July 2002
- OFSTED Summary Report – Managing Challenging Behaviour (2005)
- DfES Guidance The Use of Force to Control or Restrain Students 2007
- DfES Guidance on Use of Reasonable Force (July 2013)
- DfE Advice to Headteachers and School Staff; Behaviour & Discipline (2014)
- DfE Advice to headteachers and school staff: Behaviour and discipline in schools (January 2016)

5. Creating a Positive and Structured Environment

The principle function of The Grange Therapeutic School is to provide a safe, secure and caring environment where expectations and achievements are high and students realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. In order to create an environment in which students feel safe and secure and in which there is an ethos of achievement through endeavour it is essential that there is nurture, care and support balanced with good order and discipline.

We aim to promote politeness, courtesy and respect between all members of the Grange Therapeutic School community, adults and children.

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Whilst the principles and procedures contained in this policy document will be applied equally to all students, each student at The Grange Therapeutic School is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, consequences and behaviour plan as appropriate to the unique individual needs of each student. This reflects the whole ethos of the school in treating students as individuals and tailoring our work to meet individual needs through Individual Education/Behaviour Plans.

The main emphasis at The Grange Therapeutic School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the students; or are related to consideration for themselves and others.

Staff will intervene and apply consequences or sanctions in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment; the health and safety of the students and adults; or show lack of consideration for others and impact on their learning.

The school primarily seeks to create a warm and caring environment where students learn to trust adults. In order to provide security for individuals and the school to promote personal development, students need to develop an appreciation of the limits on their behaviour set by society and their community.

Students need to understand the implications for breaching these limits. A clear framework of authority facilitates the development of inner self-discipline and maturity. As maturity or responses develops a greater diversity of trust, independence and autonomy should be possible. Informed choices are more probable. A carefully structured environment is fundamental in bringing this about.

Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising students' self-esteem and self-confidence.

6. Relationships

The principle reward and encouragement for any student is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of students principally relies on the positive relationships they develop with significant adults in their lives. The Grange Therapeutic School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students.

Students will test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/student relationship. Empathy, trust and consistency are all important in building relationships and influencing students in making appropriate choices about their life and development.

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Equally important is the expectations adults have of students, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

Target setting is a useful tool to involve the student, develop their understanding and facilitate positive engagement. Adults need to assess and evaluate the developmental phase the student is functioning at to communicate, rationalise and provide guidance through the relationship to move the student on in developing social responsibility.

7. Challenging Behaviour and Students with Social, Emotional and Communication Difficulties

Student’s social, emotional and communication needs are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these students generally experience much greater difficulty in expressing their feelings, needs and choices.

The Grange Therapeutic School adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

- Teaching and learning that is outstanding or at least consistently good
- Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the students
- The opportunity to make meaningful choices
- Careful attention to physical and emotional needs
- Experiences and activities which are appropriately stimulating
- Consistent and careful management of the environment, including the setting conditions and triggers for behaviours
- Warm and caring relationships with adults and their influence and impact
- Structure, predictability and consistency in daily routines
- Clear and explicit boundaries and rules within the learning environment
- Regular explanation of the rules and expectations
- Clear warnings to students that their behaviour is a cause of concern
- Rewards and sanctions consistently and fairly applied in line with the policy

Students and staff are supported in managing and reducing challenging behaviour by the Therapy Team. The work of the staff team is co-ordinated through the Senior Leadership Team, and is subject to regular review and monitoring.

8. Pastoral Support

The School endeavours to provide support for students that enable them to achieve academically, socially and personally. Systems of support include the Form Tutor, Behaviour Mentoring Team, Teaching Assistants and members of the Therapy team. The Behaviour Lead works with all staff, with a clear focus on changing particular aspects of a student’s behaviour. This can also take the shape of specific behavioural plans. Home/school liaison can be provided by all staff. This liaison is a key feature in promoting consistency of approaches, parental support and agreed actions.

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When the school considers the behaviour under review gives cause to suspect that a student is suffering, or is likely to suffer, significant harm, the school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

9. The Use of Restrictive Physical Intervention (RPI) at The Grange Therapeutic School

Many of the students at The Grange Therapeutic School display a variety of challenging behaviours which result in a range of strategies, including RPI being used in order to reduce risk. Staff are encouraged to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages students to be involved in the process of being reflective about their behaviours.

The organisation (Acorn Care and Education) uses Team Teach as a preferred method of RPI as approved by The British Institute of Learning Difficulties. Members of staff have the power to use reasonable force to prevent students from;

- Committing a criminal offence.
- Injuring themselves or others.
- Damaging property.
- Prejudicing the good order and discipline within the classroom

RPI involves a proportionate degree of force where a student is showing an increased level of risk to themselves or others. At The Grange Therapeutic School the use of RPI is always used as a last resort where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed. The use of RPI as a strategy in the event of a situation that involves elevated risk will always be determined in reference to:

- The seriousness of the incident
- The relative risks arising from using a physical intervention compared to an alternative strategy.
- The age, needs, culture, background, gender, stature and medical history of the student
- The application of increasing or decreasing force in response to the student's behaviour.

All of the above would be considered through Risk Assessment and Behaviour Planning, and subject to regular review and monitoring.

10. Rewards and Sanctions

Rewards and Sanctions form part of the School's Behaviour Policy practices and procedures. Rewards should reinforce positive behaviour or recognise a good achievement across all learning environments. Sanctions should be consistently applied and explained to deter unacceptable behaviour.

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REWARDING SUCCESS

Staff should adopt a positive approach to improving student behaviour. Such an approach must focus on rewarding effort, developing positive relationships and to help build student's self-esteem. At The Grange, staff help to create an ethos of "Positive Achievement" in the following ways:

- a. Personal praise and reward
- b. Sharing an individual's success in daily Education briefing
- c. Celebrating success in school assemblies
- d. Displaying student's work – classroom, school displays, website
- e. Informing parents and carers of an individual's success
- f. Celebrating individual achievement of learning and behavioural targets
- g. Student's keeping personal records of achievement
- h. Extra trust, responsibilities and privileges can be earned in school and care houses
- i. The school will reward students who display positive behaviour by working towards an individual reward. Each credit is worth a penny and when they achieve their chosen reward, this will be processed and awarded to the individual student.
- j. Weekly 'Form of the Week' and 'Improved Form of the Week' are achieved in every Credits Assembly to promote team work. Both tutor groups achieve £5 each.
- k. Form Tutor's and class Teaching Assistant's also talk about their whole class and the positive behaviours they have displayed throughout the previous week, as well as awarding a particular student within their tutor group a certificate for outstanding/improved behaviour.

In addition, students are able to earn Credits during the school day issued by all Education staff. Students are rewarded in the following ways through this system. The system that runs during the school day whereby students are able to earn credits. These credits are counted at the end of each school week and, depending on the amount of credits earned, students can choose from a variety of activities that run every Friday afternoon.

How does the credit system work?

- A maximum of eight credits can be earned in each lesson: 4 for **Behaviour** and 4 for **Achievement**.
- Credits are discussed with each pupil at the end of each lesson.
- Bonus credits are awarded for either exceptional levels of behaviour and/or achievement or acts of kindness to either other students or members of staff.
- Credit scores are added up every Thursday afternoon and activities are allocated to each pupil on Friday lunchtime. This is dependent on their choice of activity and their overall credit score.
- A range of activities are offered every Friday afternoon that caters for all students needs and interests.
- Students discuss with Form Tutors about an individual reward that they would like to work towards. When they achieve their target, they will then speak to Jack Johnson, Behaviour Mentor, who will then process their reward.

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11. Unacceptable Behaviours and sanctions

UNACCEPTABLE BEHAVIOUR includes:

- Physical assaults
- Verbal abuse
- Play fighting
- Bullying and intimidation
- Discrimination and prejudice towards age, ability, gender and gender identity, race, sexual orientation or religion
- The intentional disruption of lessons will not be tolerated. All students are entitled to learn in their lessons; students preventing learning will face consequences
- Smoking including vaping is not permitted anywhere on the school site and will be treated as a serious breach of the school code of conduct. We request that students do not bring anything to do with smoking or vaping into school.
- The use of students' own mobile phones and electronic devices is prohibited in school; all equipment should be handed in on arrival at school for safe keeping during the school day.

CONSEQUENCES and SANCTIONS

The age, needs and abilities of the young person should be considered when applying sanctions. Staff must act reasonably, fairly, consistently and proportionately when administering a sanction. Staff should also evaluate the risks or special circumstances when administering a sanction.

The school will apply the following sanctions for breaches of the school's standards of expected behaviour and for displaying any of the unacceptable behaviours listed above. The school will always consult parent/carers and local authority representative if any of the following may have to be considered and will attempt to be as supportive as possible during the exclusion process including regular communication with parents/carers and providing appropriate work for the young person.

Initial consequences or sanctions that all education staff can apply:

- Verbal reprimand/correction
- Apology/reparation
- Reparation of damage
- Time out away from the main group
- A restriction for more serious issues, usually disrupting other students
- Students are restricted to a certain area for a period of time i.e. the pastoral room. This can be used as 'Internal Exclusion'
- Restrictions or removal from organised activities
- Supervised break/lunch - Students will stay in class and are provided with an opportunity to complete work and/or discuss behaviour
- Daily monitoring of behaviour via an agreed behaviour report
- Catch-up with missed or incomplete work.

'Catch up' or Internal Exclusions

What is Catch Up?

It is a very simple system that we have in place to provide an opportunity for students to catch up on any school work that they may have failed to complete during the education day.

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How does Catch Up work?

- Any pupil who has no valid reason for not attending or who removes him/herself from a timetabled activity will be expected to catch up any work missed
- Catch Up will take place in an allocated classroom/pastoral room
- The member of staff responsible for the pupil will be responsible for providing the work to be completed and should (where necessary) assist the pupil with the work
- Supervised break and lunchtimes may be used for students to complete missed work
- If a pupil is required to attend an after school catch up session his/her parents/carers will be informed
- Details of any pupil who attends a Catch up session must be recorded on the Sleuth recording system.

Internal Exclusion - Inclusion

This is a period of reflection for a student away from the classroom to an area where s/he can be supported by staff to complete work and to prevent his/her behaviour causing a serious disruption to the school.

Consideration of Fixed Term Exclusions

The Headteacher will consider applying fixed term exclusions for continuous breaches of the following unacceptable behaviours: -

- Persistent and deliberate verbal abuse of another pupil or staff
- Bullying, Racism, Sexism, Homophobic behaviour, Intimidation
- Persistent infringement of the non-smoking rule
- Persistent infringement of the mobile phone and electronic device policy
- Persistent infringement of racist abuse/language
- Persistent infringement of criminal damage
- Persistent disruption of lessons over a long period of time
- Persistent health and safety issues e.g. unsafe travel in transport to and from school, unsafe behaviour during the school day.

Explanation of racism and criminal damage letters

There is a zero tolerance with racism and criminal damage in line with our British Values here at The Grange. Letters will be sent home as part of our behaviour management towards these types of behaviours, in order to prepare our students for society. These are as follows:

- 1st letter – Parental support
- 2nd letter – Consider exclusion
- 3rd letter – Excluded and warned that next incident with result in police intervention
- 4th letter – Police intervention

Consideration of Permanent Exclusion

- Violent physical assault on another individual that causes actual bodily harm
- Use of alcohol or prohibited drugs
- Knowingly bringing weapons onto the school site.

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Considerations of Police involvement -

The Senior Leadership Team only are permitted to sanction Police involvement on the site of the school. Staff are entitled to consider police involvement but should inform and consult with the SLT before pursuing such action.

The school monitors sanctions for effectiveness of use and seeks pupil comment through sanctions records.

Police involvement will be organised by a member of SLT if students persistently infringe the racism and/or criminal damage rule. This is not to criminalise the students but to ensure the students are aware of their on-going behaviour and the importance of what will happen if displayed outside of the school environment.

Support after exclusion or concerning behaviours:

A Personal Individual Plan or Reintegration meeting can be used to monitor concerns after a period of exclusion or concerning behaviour. We initiate a meeting between school, student, and the student's parents/carers that sets limits for student behaviour, rewards good choices, and outlines consequences for poor choices.

We focus on 1-3 particular behaviours that we would like to see change, how staff can support that change. Our aim is to take steps toward improvement so that it feels more "do-able" to the student. We emphasise that the parent, student, and school are all part of the same team. Good school-to-home communication helps significantly with progress with students. The student is asked for input which encourages him to connect into the process even further.

Teachers are consistent with the student in the classroom, adhering to the wording of the behaviour plan, emphasizing the positives that come along with good behaviour choices and encouraging the student to get used to new habits of good behaviour.

The school will make every attempt to promote positive behaviour. The school hopes that by promoting positive behaviour all students will access the wide range of rewards and incentives available.

12. Expected Standards of Student Behaviour

The Grange Therapeutic School will provide clear behaviour guidelines to Students and Parents, with regards the Schools expectations. The school sets high standards of behaviour from students both in and out of school, the following is a code of conduct for students:

School code of conduct

- 1. Show tolerance and respect towards all people**
- 2. Respect the school and other people's property.**

Every student will be expected to follow the classroom expectations as set out below:

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Ready to Learn (displayed in each learning area)

Teachers will expect you:

- To arrive to the lesson on time
- To work where the teacher asks
- To settle quickly to your starter activity
- To contribute positively to the lesson
- To not disturb the learning of others.

You will expect your teacher:

- To be in your classroom to greet you as you enter on time
- To have a starter ready for you
- To seat you where they think you will make the most progress
- To prepare your lesson so that you are able to make progress
- To award credits at the end of the lesson
- To give consequence to those who disturb your learning.

Consequences for Residential pupils in care houses

1. Restriction from activities/time away from the group

The pupil is restricted from joining in with an organised activity on the house or a particular outing off-site. This can also be for a quiet time away from the group with alternative activities being offered, so the pupil can use this time to reflect on their difficulties or behaviour without the distraction of others or when a pupil's behaviour is becoming detrimental to the good order and conduct of the care group.

2. Restriction of privileges

This means any privileges earned can be temporarily or permanently removed, for example any paid jobs or activities outside of the main routines. This can also mean a pupil's free time can be supervised by a member of staff, for example older pupils can will be supervised on activities where they would normally have some independence. Another example is the removal of school equipment such as TV's or DVD players from bedrooms for a set time period.

Care staff are to record all sanctions given in the care houses in the house sanctions book. These records will be reviewed termly by Senior Care staff.

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