Promoting Positive Behaviour Policy

1. Introduction

1.1. Purpose

The purpose of this document is to set out Employ My Ability's policy on creating a happy, secure and stimulating environment in which all can experience success and realise their unique potential.

The policy and associated direction contained within it provides guidance to all staff on EMA's aim of promoting positive behaviour in our students. This is to be achieved by establishing a stable and safe, social, and learning environment, which enables them to develop the self-discipline required to take responsibility for their own behaviour and improve their understanding of the consequences of their actions.

1.2. Legal and/or regulatory framework

This Policy fulfils the requirements of:

a) OFSTED Guidance: Positive environments where children can flourish (as amended)

2. Scope

This policy applies to all staff and any external stakeholders that EMA partner with.

3. Policy statement

3.1. General

EMA believe that all members of the EMA community should show respect for one another, avoid confrontation by approaching conflict and challenging behaviour constructively, and work together to enhance everyone's self-esteem.

EMA will create an environment which enables:

a) People to raise their self-esteem, so that they can make the most of their abilities and talents.
b) A sense of curiosity and a love of learning, so that all will develop a determination to achieve and succeed.
c) Working in partnership with parents, other provisions and the wider community, to promote a more inclusive education system and a sense of wellbeing.
d) The promotion of independence and encourages intellectual, emotional, spiritual and healthy growth, so that everyone can become lifelong learners.
e) Working together in an atmosphere of trust and mutual respect, so that all feel equally safe and valued.
f) The provision of a challenging and enriching curriculum which addresses individual needs.

3.2. Teaching and learning how to behave

At EMA we believe that students need to learn positive behaviours and take an active role in being responsible for how they behave and their actions.

Every available opportunity is made to teach, model, and promote positive behaviour, raise confidence and self-esteem, and develop personal and social skills.

Preventative planning and intervention at an organisational, classroom and individual level can help alleviate situations by allowing students to remain composed, maintain their self-esteem and continue their activities in a positive way.

At EMA opportunities are intentionally planned and delivered through both the formal and informal curriculum:

Positive role modelling

Building positive relationships with staff and students. Modelling good and rewarding behaviour.

PSHCE

Whole school termly topics following the Social Emotional Aspects of Learning (SEAL) programme – New Beginnings, Relationships, Changes, Going for Goals, Its Good to be Me. There is also a focus on anti-bullying.

Structure and routines

Whole provision and individual routines are clear and consistent to promote and improve positive attitudes to learning. This is achieved through imaginative planning that considers engagement, different learning styles and visual support strategies. Individual visual timetables are used to support our students throughout the school day.

3.3. Specific support: Working with individual/small groups of students with complex needs

At EMA we recognise that some students require extra support/differentiated opportunities for their specific needs to be met. Support strategies that we implement are:

Managing Transition

Many of our students find transition times difficult (e.g. arriving at/leaving EMA, lunchtimes/moving between sessions, lunch times). Support can be put in place using visual timetables and adult support. These strategies help students to cope with these transitional times more successfully during the school day.

Visual Support

Individual visual timetables are used to support students in class.

Sensory Support

Many of our students have complex sensory needs which can sometimes result in them being unsettled or displaying challenging behaviour. It is important for staff to work together to recognise the different between sensory issues and challenging behaviour - a sensory profile can be completed by staff to identify a student's sensory needs and from this a targeted sensory support plan can be written to support the student.

Social Stories

Where necessary, some students have specific visual reminders made for them that model expected behaviour.

Protective Behaviours

Specialist provision in Protective Behaviours is planned and delivered to ensure students know how to keep themselves safe and seek support if needed. Targeted support is provided for individual or small groups of students to support understanding and the recognition of their feelings and the feelings of others.

Use of staff/targeted support

Staffing provision allows for 1:1 support in lessons, sessions, and transition where necessary.

Behaviour Support Plans

These are produced in consultation with the tutors, learning support assessments, parents, and students if appropriate.

Intensive Interaction

A total communication approach is used to teach the pre-speech fundamentals of communication to students with Autism, SLD or multiple learning difficulties. This supports students who may be socially withdrawn by allowing trust to develop between them and staff.

Therapies

We are able to offer students 1:1 sessions with drama therapists, CBT therapist as necessary and where an agreed need is seen.

3.4. Strategies, Praise and Rewards

At EMA we recognise positive behaviour through praise, affirmation, and modelling. Positive behaviour is never taken for granted but is actively taught and reinforced. A range of rewards are consistently applied throughout the provision and staff, students and parents are clear on what behaviour is acceptable and the consequences that will follow. Ideas of praise and reward activities are as below:

a) Creating positive choices/options
b) Sharing strategies
c) Jobs/Monitors
d) Verbal Praise
e) Rewards to work towards

3.5. Supporting and Understanding Student Behaviour

It is important that all staff recognise that there is often an underlying reason for a student who displays challenging behaviour. Staff will always work with students, parents and, where appropriate other professionals, to identify the causes/reasons for the behaviour and seek to put strategies in place to support students.

In some situations, the use of sanctions may be appropriate to support students to behave appropriately and learn acceptable behaviours. This enables them to access the learning environment in a positive way. Below are examples:

a) Early intervention/distraction/diffusion
b) Behaviour reminders/use of voice intonation/visual cues/support
c) Social Stories
d) Time Out – timed and supervised by staff in the classroom or if necessary a different classroom. Students may be supported to reflect on their actions during this time
e) Behaviour Support Plan/ Sensory Support Plan – for students requiring ongoing planned support
f) Exclusion – in some exceptional circumstances, and when all other measures have been unsuccessful, it may be necessary to exclude a student from school.

3.6. Consequences

It is also important for students to learn that there sometimes need to be consequences for their behaviour e.g. when they hurt another young person they need to apologise.

Staff will always ensure that an appropriate consequence follows an incident, consequences can take the form of the following:

a) Completing tasks
b) Escorted in social situations
c) No availability of minibus/car
d) Assisting with repairs
e) Restorative meetings

3.7. Procedures for behaviour support, monitoring, evaluation, and review

If a student is consistently displaying behaviour that is of a concern to staff, the following process can be implemented to support their behaviour:

a) Behaviour Support Plan. This is put in place to support identified behaviour(s) of concern with strategies/rewards/sanctions as appropriate. This is shared with all staff working with the students, the students' parents and (if appropriate) the student themselves.
b) Individual Risk Assessment. If behaviour is deemed a 'risk', then an individual risk assessment may be completed and attached to the behaviour support plan.
c) Review of Behaviour Support Plan. Plans are to be monitored and reviewed on a half termly/termly basis, or as necessary.

3.8. Recording of Incidents.

All incidents should be recorded in order to identify, monitor, track and provide evidence of student behaviour/injury etc. All staff are made aware through induction and training of the correct procedure for the reporting and recording of incidents.

3.9. Bullying and Harassment

At EMA we strive to ensure that our students feel safe and happy at EMA. EMA is committed to working with staff, students, parents and carers to create and maintain a school community where bullying is not tolerated, and positive behaviour is promoted.

At EMA we believe that bullying is hurtful behaviour. We do not condone unkind or cruel behaviour in our school but recognise not all hurtful behaviour is bullying.

3.10. Links With Home: Support for Parents and Carers

At EMA Tutors work closely with staff and outside agencies to help understand students' needs as well as those of parents and carers, to:

a) Engage and build good working relationships with parents, students, staff, and other agencies
b) Work holistically and effectively with parents in ways that will help improve their individual's well-being
c) Provide visual resources to use at home to promote and support positive behaviour.

4. Roles & responsibilities

4.1. Head of Education

The Head of Education will oversee the implementation of the Positive Behaviour Policy, evaluate its success periodically with staff, and report to Partners at least annually on its implementation, and is responsible for annually monitoring behaviour through scrutiny of incident forms.

4.2. Senior Management Team

Members of the Senior Management Team will ensure that:

a) The Positive Behaviour Policy is active in their areas and that areas of concern are shared with their staff.
b) Staff are supported in implementing strategies to support students.
c) Positive Behaviour Support Plans (BSPs) are in place for students needing extra support,
d) The BSPs are regularly monitored and evaluated.
e) Training is offered and up to date for all staff.

4.3. Staff

All staff will work together to implement the Positive Behaviour Policy, using a consistent approach and acting as positive role models. This policy has been put together in consultation with staff and parents who have all had the opportunity to share ideas, strategies and best practice.

5. Implementation

The Senior Management Team at EMA have overall responsibility for the implementation of this policy; however, all employees are required to adhere to and support its implementation.

All employees are to be made aware of any changes to this policy.

6. Support, advice and communications

Requests for further advice, support or implementation guidance on this policy can be obtained from James Dunham: jdunham@employmyability.org.uk

7. Review

This policy will be reviewed annually, following which the revision number and date will be updated to ensure that staff always know that they are referencing the correct policy.

Should there be a need to change the content of the policy before its annual review date then please send a notification to compliance@employmyability.org.uk

8. Associated documents

N/A.