



Eleanor Smith School

Behaviour Policy

This policy was agreed and signed by the Governing Body and Head Teacher:

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Approved by:	Chair of Governors and Head Teacher
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Principles

The school is a calm, constructive learning environment that is essential for our pupils' overall progress. We believe that all members of Eleanor Smith School have a right to:

- Safety
- learn and teach
- Respect
- move freely, subject to rules
- have property kept safely
- be treated fairly

Fundamental to the success of the Policy is our ability to support those behaviours which we consider to be positive. Pupils co-operate more readily with negotiated rules when they are helped to learn, rather than being expected to follow them without preparation or understanding. Adults act as effective role models for pupils. This is evident in the modelling from Senior Leadership throughout the school to the cooks and cleaners. We value and use a whole school approach to all staff to deliver. Our ultimate goal is for the pupil to return successfully on a full time basis to their mainstream school (with the exception of Key Stage 4), if this is appropriate to their needs.

Awareness of the Needs of Our Pupils

Complex Needs

The pupils at Eleanor Smith School all have complex needs. Pupils come here to be assessed as having additional needs for Social, Emotional and Mental Health difficulties (SEMH). If this assessment confirms their special educational needs, they remain at ESS. Most pupils have needs additional to this, and they often present as needing further support to their SEMH difficulties. In their book on parenting and working with children with complex needs, they propose viewing them as "...frequently living in or on the margins of poverty, [being] vulnerable to the influences of prejudice and discrimination...on the receiving end of others' negative attitudes, report[ing] disproportionate levels of bullying and...managing the on-going daily demands of their particular impairment" (Aumann and Hart, 2009 p17). Children with complex needs may experience difficulties in common; however, their issues



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and experiences are not all uniform. They tend to individually experience clusters of a wider group of difficulties, sometimes referred to as “constellated disadvantage” (Hart et al, 2007 p5). Poverty, worse physical health, lower school achievement, poor mental health and poor social relationships may all feature, in this constellation of disadvantage. Predicted life trajectories for these children are typically worse than for their counterparts who do not have complex needs (The Lancet, 2015). As a result of this, at ESS, we consider a child’s needs holistically, and treat them as individuals whose home and school circumstances differ and need to be supported differentially.

Their additional needs may include professionals such as a Psychologist diagnosing a child with a psychological disorder, such as Attention Deficit Hyperactivity Disorder (ADHD), a specialist literacy teacher diagnosing them with learning difficulties and/or a counsellor addressing mental health needs, such as depression or anxiety. At ESS, 34% of pupils have been diagnosed with ADHD (compared with 1.5% nationally, DoH, 2015), and 15.7% with CD (compared with 5.8% nationally, DoH, 2015).

Our pupils all live within a deprived Borough; among the worst levels reported nationally in the UK (DCLG, 2015). The effect of disadvantage on children and their development is clearly shown in research. Layard and Dunn (2009 p133) write “...in terms of later life, poverty in childhood is one of the five most powerful and consistent predictors of subsequent disadvantage”. The effects of poverty on children can be varied and far reaching. Dr Martha Burns highlights the impact living in poverty can have on language and brain development, and consequently, on academic achievement at school (see www.neuronlearning.com, 2016). In their results produced from research into the link between child poverty, brain development and academic achievement, Hair, Hanson, Wolfe and Pollak (2015) state “Poverty is tied to structural differences in several areas of the brain associated with school readiness skills, with the largest influence observed among children from the poorest households” (p2). The evidence is clear; living in a context of deprivation increases children’s chances of having poorer well-being, achieving less at school, and being more likely to have social difficulties. At ESS, we take account of the impact of these factors and support pupils’ development, academically, physically and mentally through the following approaches; The Resilience Framework, Thrive, Restorative Justice, Reflection and Individual Behaviour Plans.



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Approaches to Supporting Complex Needs

Resilience Framework

The Resilience Framework (Hart, Blincow and Thomas, 2007), is based on what research, families and professionals know works with children and young people to support their resilience. It combines different therapeutic interventions into one package for pupils. We use the Framework on an individual basis, especially for pupils who are experiencing multiple difficulties. We also have whole school targets to support resilience development in our pupils, e.g. our after school clubs offer that promotes their talents and interests, and working in partnership with Richard House (the local children's hospice) to develop their sense of responsibility and obligation toward others. The RF is based on strengths, starting where a child is. Public Health England (2015) demands schools use a whole school approach to develop their pupils holistically; spiritually, morally, socially and culturally, in an ecological manner. At ESS, we have been doing this since 2012 (See Resilience Policy).

Thrive

Thrive is a developmental approach that supports children's emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development. It draws on research into the role of creativity and play in developing emotional resilience. Life events, along with living in deprivation, can present episodes which become interruptions to some children's development. The Thrive approach supports staff to create individualized plans in response to repair and support these developmental interruptions. Thrive action plans help children to be ready and willing to learn and are used on a whole class basis. Individual plans are created for children who may need extra support at some points in their educational careers (See Thrive Policy).

The Thrive approach is an integral part of how we support both our children and our parents at Eleanor Smith. The essence of Thrive is creating positive relationships which are consistent in order to promote the child's or adults emotional resilience. We are sensitive to every parent's own experience of having a significant adult in their lives that parented them - their experiences of relationships they had as a child can directly affect how they forge their relationships with their own children.

Our language and approach is based on PACE, which stands for playfulness, acceptance, curiosity and empathy when speaking with pupils to understand their



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perceptions and behaviour. Through the Thrive Approach, we attune to pupils, validate their feelings, and help them to regulate their emotions and to contain their behaviour.

We work with parents to equip them with the knowledge of how babies' brains develop and how our early experiences of relationships in life can transfer to be personality traits when we are older. The work of creating an action plan can sometimes be the "light bulb" moment for our parents in terms of life events that may have happened during pregnancy or infancy. We are non-judgemental within our approach and will be understanding of what has happened, but more importantly focus on what we can make happen next. By creating home action plans alongside our parents we support them through adopting creative, playful activities to reignite the loving, secure attachment, which for whatever reason may not have been present earlier in life. We can explore their own "hooks and triggers" within their relationship with their child and can bring greater self-awareness to how they respond based on where they themselves may be reacting from within their brain.

Restorative Justice

Restorative Justice is a process for resolving conflict that we are beginning to use at Eleanor Smith. It uses a common language to resolve conflict and focuses on the needs of the victim. We use this approach when difficulties between pupils or pupils and staff arise because it allows the wrongdoer(s) to understand the impact of their actions and encourages them to take responsibility for their actions. This therefore creates accountability and the likelihood of changing behaviour and building character. RJ links strongly to the Resilience Framework, encouraging pupils to take responsibility for their actions and to develop a sense of obligation for themselves and others. When conflict happens there is a structure to resolve it. It allows people to learn from their mistakes so mistakes aren't repeated over and over. We ask pupils:

- What happened?
- What were you thinking (feeling) at the time?
- What do you think (feel) about it now?
- Who has been affected by what has happened? - In what way?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



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Reflection

Reflection is used for pupils to take the time, guided by staff, to consider what they had done incorrectly, and to make some kind of reparation to mend this and to learn for the future. Questions such as those listed above are asked of pupils.

School Expectations and Individual Behaviour Support

Encouraging Acceptable Behaviour

We believe behaviour is best improved by positive intervention. Incentives and rewards are used frequently throughout the school day by all staff and may include; praise (verbal and non-verbal), marking, stickers, stamps, certificates, choosing time, trips (including those in mainstream), errands/special responsibilities, points, comments in contact books, letters/phone calls home/to mainstream schools, prize box and displays of work.

Low self-esteem is a common characteristic in children with SEMH difficulties. Pupils need experience of success to build their self-esteem, use of the Resilience Framework and Thrive strategies supports this. Encouragement and reinforcement are essential. We recognise that our pupils are part of their community. Newham is a highly diverse community consisting of many cultures, religions and languages. Our pupils, in their day to day lives, may be exposed to and often be victims of, prejudice and discrimination. It is our aim to offer a curriculum that will encourage pupils to become better informed about diversity, and will respect and value themselves and each other (Refer to PSCH Policy). We try to develop in our pupils the ability to act appropriately and independently. There are many methods of encouraging independence, for example, reflective questioning, problem solving, and setting up situations where children have choices to make.

Developing positive relationships in the school is essential. Pupils are often referred to us because at some stage relationships have broken down for them. Modelling of positive relationships, whether that is staff-staff, pupil-staff or pupil-pupil is constantly reinforced throughout the school day. Through planning and classroom organisation, teachers should provide a range of activities and interactions which help to develop positive relationships. We provide opportunities for pupils to develop their social skills. For example, Breakfast Club, Reflection Time, class discussions and break times. During break times, a high staff: pupil ratio facilitates a balance between supervision and facilitating play.



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We provide a broad, balanced and relevant curriculum which takes account of individual needs, being differentiated, by task and by outcome. It promotes a wider awareness of community. The curriculum is engaging, and stimulating. Pupils are expected to complete work during lesson time, and if this is not done, it is done during break times, or set as additional homework. A stimulating and attractive environment is essential, where pupil success and achievement is celebrated. Recognition and celebration of pupil success and achievement. This is done through displays, assemblies, letters or phone calls home to parents, certificates, verbal praise, stickers, trips and showing work to other adults, for example. The rules and expectations of classroom organisation are negotiated and agreed by pupils and staff. Staff that are enthusiastic, prepared, punctual and organised have a positive effect on pupil behaviour. Planning and teaching needs to take account of learning styles and pupils' individual needs. (Refer to Staff Handbook for daily procedures).

A high level of communication between staff occurs on a daily basis. This occurs in daily briefings and de-briefings. This level of communication enables all staff to monitor pupils' behavior and progress, and to respond to them as individuals within our school. Parents are also contacted regularly to update them about their child's day. It is made clear that all adults will respond to pupils' needs in a consistent manner. We work together as a team, regardless of our position in the school.

Targets and rewards displayed on pupil's behaviour targets and charts, with success criteria specifying how they achieve this.

We aspire for our pupils to accept responsibility and develop independence, giving them an opportunity to express their views is vital we have a student council.

Modelling Acceptable Behaviour

Pupils model their behaviour from significant adults. There are ways in which we can help pupils behave appropriately by the way we behave ourselves. We are aware of our own language, both verbal and non-verbal. We communicate with others respectfully. When we need to be firm; assertion is always preferable to aggression. If we need to reprimand pupils, it is better to be brief and to maintain respect for pupils' privacy. We need to be aware of listening to pupils' concerns respectfully, without interruption. There are occasions when we make mistakes for which we apologise. We also make it clear that it is sometimes behaviour we find the unacceptable, not the children themselves.



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Working with Parents, Carers and Outside Agencies

Many agencies work with our pupils and an effective partnership is essential for success. In order to encourage a 'user friendly' service, we are welcoming and accessible. We work to develop good relationships with parents, carers and outside agencies and maintain regular contacts through telephone calls, emails, letters home, contact books, parent's evenings, and school based review meetings, attendance meetings, case conferences and so on. Early contact with parents and carers help to develop a positive relationship for the future. The Learning Mentor visits all parents/carers within three weeks of pupils starting at our school to discuss their views.

We work in close collaboration with parents and other agencies. We achieve this by sharing information, joint planning and decision making. We acknowledge the differing perspectives of other agencies and work towards a constructive approach.

At times, the decision may be made, if it in the best interests of the pupil, to use Fixed Term Internal, or External Exclusions as part of a positive behavior approach. The length of internal or external exclusions is made by staff and Senior Leaders on an individual basis, depending on pupil need and what they will learn from using this as a teaching tool, preparing them for the world of work and life.

Discouraging Unacceptable Behaviour

At times sanctions are used to reduce unacceptable behaviour. The kinds of sanctions that may be used by staff include; reprimands, Time Out, loss of privileges, reflection, apology letters/pictures, timed exits, letters/phone calls home/to mainstream school, feedback in contact books, fixed term internal or external exclusions and, in worst case scenarios, permanent exclusions.

Developing the skill to use a wide range of sanctions appropriately enhances the effectiveness of staff. Staff should feel able to ask for advice or support from colleagues and receive appropriate training. Except in the case of exclusions, sanctions are the responsibility of all staff to talk through with pupils and administer. At the beginning of every school year, a meeting is dedicated to revising and reviewing our behaviour management procedures. These are agreed to by all staff and displayed publicly.



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Low grade sanctions may include:

- Ignoring for low-level attention seeking behaviour
- Response cost e.g. apologies, loss of play time/choice
- Time-Out/Reflection Time
- Withdrawal of privileges
- Spending time with a senior member of staff, in the case of persistent disruptive behaviour
- Pupils are constantly given opportunities to put things right through talking time, verbal apologies, reflection, apology letters and work completion.

In more serious incidents, high grade sanctions may be used and include fixed term exclusion and permanent exclusion. These are used as a last resort, when low grade sanctions have/will not be effective or given the severity of the incident, are not appropriate. The Head Teacher, Head of School and Deputy Head make the final decision about the length of the exclusion. Fixed term exclusion occurs after consultation with staff at the daily de-briefing. The length of the exclusion depends on the severity of the incident and individual pupil circumstances. Governors are informed of FTEs by the Head Teacher. Permanent exclusion can only be granted by the Governors and usually follows a period of fixed term exclusions. The procedures for exclusions operate within the DfE'S guidelines.