

Promoting Good Behaviour Policy (Rewards and consequences)

This policy should be read in conjunction with the Behaviour management policy

Safeguarding policy, Anti-bullying policy, Complaints policy British Values Policy and SMSC

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**At the heart of all our policies at White Trees Independent School
are the following principles:**

1. Everyone in our school can learn and achieve.
2. Everyone in our school has the potential to be successful
3. We build quality relationships with one another and everyone we work with
4. The success of our school is based on high expectations, mutual trust and respect, caring for each other and taking responsibility.
5. Our vision is to provide our students with the confidence, skills, and ambition to take the next steps towards a successful and productive life so they can contribute positively in society.

At White Trees Independent School we believe that:

- Students want to behave well,
- Behaviour is a means of communication – we must ensure that all students are supported to communicate their needs safely and appropriately
- With the right support and intervention students can learn to improve their behaviour and manage well.
- Mistakes are part of the learning process and we recognize that all of our students are at different stages of the developmental process
- All of our students have difficulties with learning which impact on how they learn to behave
- All adults can learn strategies to support young people to improve their behaviour.

As adults can support the students in our school by:

- The quality of our relationships with each other and them
- The quality of our provision
- A well-informed understanding of their needs
- The scaffolding we put in place
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned
- Working in close partnership with parents, carers and other agencies
- Investing time to allow students to practise and make mistakes

White Trees Scaffolding consists of:

- Accessible modes of communication
- Clear and realistic expectations
- Rules
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

Key beliefs explained

We believe that:

Student and young people want to behave well and they are happy when that behaviour is recognized and acknowledged by adults and their peers. Students are able to behave well when their needs are well met in school, at home and in the community.

Behaviour and Communication - How students behave gives us important information about how they are feeling. Supporting students to effectively communicate is an important part of supporting them to behave appropriately.

Students can learn to improve their behaviour however, our students generally find learning difficult. Therefore, learning new behaviour is a task, just like learning to read or write.

As adults, we consider the learning styles and needs of our students:

- We must also have realistic expectations about the rate of progress a student will make when learning to adapt or develop new behaviours.
- Most of our students learn in small, incremental steps over a long period of time.
- Mistakes are part of the learning process. We don't make a judgement about it – instead we support our students to get it right.

All adults can learn strategies to support our students to improve their behaviour. Most adults have evolved ways of responding to student's behaviour based on a combination of personal and professional experiences and training and experiential learning.

At White Trees Independent School we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in our students and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.

This can be very difficult especially if a student is aggressive or targeting others in a very focused way.

As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support through and a range of expertise within school and beyond. (Lead professionals, Teacher Mentors, Educational Psychologists, EHWP) All adults must also be committed to developing their practice and sharing their skills and experiences.

Adults can support students by:

The quality of our relationships with each other and them

a) Our relationships with each other are supported and developed by our Staff Code of Conduct which provides a framework to help us to provide good models of behaviour at all times for our students

b) The quality of our relationships with our students. These relationships are crucial. Each adult is a significant adult for our students and to foster successful, enabling relationships we need to:

- Actively build trust and rapport – they have to be earned: they're not given
- We should have high expectations for all student and young people and when we demonstrate our belief in them, it supports them to succeed.
- We treat students with dignity and respect at all times, eg by saying 'thank you'; by communicating carefully and clearly in a way that is accessible to them and their current level of need
 - Adults should listen respectfully to the student, and make a judgement about how/when to respond
 - Consider what might be behind the behaviour; why the student is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify
 - See things through, eg consequences in place as a response to particular behaviours, both desirable and undesirable
 - Keep our word – and if, for some reason, we are unable to honour a commitment to a student, to communicate clearly and honestly about why this has happened
 - Identify the strengths in the student – identify these with the student and build on it. If a student is not able to do this, advocate for the child within the team or professional group
 - Apologize if you make a mistake – you are modelling this for the student and this will support you to build trust and respect
- Name and manage your own emotional reactions to the student's behaviour, ie demonstrate emotionally intelligent behaviour at all times.
 - Seek help if you are finding it difficult to manage your feelings about a student. It is important to resolve difficult feelings about a student's behaviour – it is unhelpful history. Focus instead on getting it right in the future
 - Quietly but firmly hold appropriate boundaries for the student
 - Seek support from wider professional networks to problem-solve challenging

We are always respectful to students, we do not talk about them over their heads or in front of other student

- We are non-judgemental about student's life experiences, but we use evidence to inform our planning for them

The quality of our provision:

If we are able to meet each student at their point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop.

To do this we need to:

- Accurately assess the child or young person's needs
- Plan to meet the student's range of needs specific by using the information from the previous school or EHC plan or statement of needs
- Support the student to develop high levels of resilience and have high expectations for every student
- Support students to develop high self- esteem, so that they believe that they can succeed
 - Frequent positive reinforcement when things are going well and **minimal feedback for low level undesirable behaviours.**
 - Focus on what you want the student to do.
 - Know what motivates student
 - Personalized learning to ensure that we meet each student at there point of development
 - Where appropriate, include the student in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)
 - Give the student feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress
 - Praise the student for their specific achievements, ie descriptive praise and do this often
 - Actively teach the student behaviour for learning

The scaffolding we put in place – by this we mean all the things we do to support our students to manage their own behaviour successfully

The scaffolding

Rules support positive behaviour. They should be:

- Few in number
- Where developmentally appropriate, agreed with the student
- Communicated in a way that the student can understand, including visual cues, objects of reference, social stories, language translation
- Stated in the positive – things we are going to do
- Regularly referred to by all staff with students
- Appropriate to the activity and developmental range.

Routines

Support our students by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our students. Routines also support behaviour for learning.

The language of choice

This helps our students to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this. We link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases students sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

Rewards and Consequences

Rewards
















- Descriptive praise
- Symbolic rewards
- Communication with parents/carers to inform them of the behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

Our reward system

Our reward system is based on reinforcing the positive behaviours we wish to encourage.

All students start off the week with a total number of points. They do not have to earn them, they have to keep them. An example is on the following page. Emoji's are used for the student to comment or they can write a comment.

Mon	On time	In lesson	On task	Language	Target One	Target Two				point score	Initials
P1	5	5	5	5	5	5					
P2											
P3											
P4											
P5											
P6											
Tues	On time	In lesson	On task	Language	Target One	Target Two				point score	Initials
P1	5	5	5	5	5	5					
P2											
P3											
P4											
P5											
P6											
Wed	On time	In lesson	On task	Language	Target One	Target Two				point score	Initials
P1	5	5	5	5	5	5					
P2											
P3											
P4											
P5											
P6											
Thurs	On time	In lesson	On task	Language	Target One	Target Two				point score	Initials
P1	5	5	5	5	5	5					
P2											
P3											
P4											
P5											
P6											
Fri	On time	In lesson	On task	Language	Target One	Target Two				point score	Initials
P1	5	5	5	5	5	5					
P2											
P3											
P4											

Consequences

1. We do not believe in sanctions or punishment.

Behaviour	Consequence
<p>Example: Student disrupts activity or behaves in a way that makes other students feel unsafe</p>	<p>Student has a break Student is supported by an adult to consider their behaviour Student apologizes to the group, for their specific actions and carries on with the activity</p>

2. It is important for our students to clearly link a specific behaviour with its consequence.

3. The consequence needs to be a natural consequence, which makes to the student

4. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this student to manage?

Consequences (these are not exhaustive and will be student dependent)

- Verbal reminder
- Time away from the group
- Referral to another member of staff
- Time out if appropriate
- Withdrawal of privileges if appropriate
- Contribution towards repair for damage

Reparation

Reparation means repairing relationships, or 'making good' in some way

We firmly believe that students should always be given the opportunity to repair, and that they want to do this.

We do not believe in the concept of punishment, because it focuses the student's mind on the punishment, rather than what they did.

This frequently leads to the students feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Where developmentally appropriate, we support students to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even children with complex difficulties can be supported to repair: we can't make assumptions about what the student feels. Unresolved difficulties can make the student very anxious and this can cause behaviour to escalate or become habitual

Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, eg 'I liked the way you came the first time I asked.' 'I noticed how kindly you supported _S_. Thank you.' 'Thank you for returning to the activity so promptly.' We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour.

The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

Students with exceptional behavioural needs

The majority of students at the school will respond positively when staff work within these guidelines but some of our students need additional support to learn to manage their behaviour. We do this by:

- Working in line with this Policy
- Putting in additional scaffolding, tailored to the specific needs of each student
- Multi-agency review
- Observations in a range of contexts, including home visits
- Drawing up a Risk Assessment and Positive Handling Plan detailing action to be taken when identified behaviour occurs. This is shared with the student, parent and other staff
- Drawing on additional resources from beyond the school, eg CAHMS, EP support, SEND Team and medical specialists

- Parental and family support to implement changes in strategies. Some children need very specific and detailed planning, which could include a shortened day, or a change of environment

When significant adaptations are made to a student's learning day, we always plan jointly with the parents and carers and the Multi Agency Support Team, The Local Education Authority and external agencies.

Bullying (including Cyber-bullying)

- We do not tolerate any form of bullying
- Bullying should never be ignored
- All instances of bullying must be recorded
- Parents and carers will be informed by staff via telephone or in face to face contact
- Every instance needs to be addressed, in line with this policy, with each student involved taking responsibility for their actions, apologizing and agreeing to stop/change the behaviour causing concern
- Students need to be supported to develop age appropriate level E-literacy so that they are able to keep themselves safe on-line and report cyber-bullying

Further guidance is available in the school's Anti-Bullying Policy and E safety documents

Discriminatory language/incidents

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- The incidents **MUST** be recorded appropriately, including all follow-up action
- Some students use discriminatory language without understanding its impact and this must be viewed as a further opportunity to revisit teaching and learning from the British Values Curriculum which will reinforce our whole school principle of mutual respect

Further guidance is available in the school's Equalities and Diversity Policy

Advice for Staff Members

Staff facing confrontational situations with students are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

- Staff are strongly advised not to physically stop young people from leaving any given space.
- They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a young person's exit.
- Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, ie not toe-to-toe, are recommended.
- Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space.
- Try to take a step back outside the circle of danger.
- Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!
- Intonation and use of voice - When people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.
- Staff should always avoid statements which leave themselves or members of senior management without room for manoeuvre.
- A staged and stepped approach should be taken in line with the CBT training that all staff have received
- Consequences must not be designed to discourage a whole group, and must avoid long term damage to relationships and students' self-esteem
- Distinctions should be made between minor and more serious offences

Help Script

1. Connect by using the student's name
2. Recognize and acknowledge the students feelings
3. Tell the student that you are there to help: "You talk and I will listen."
4. Give direction

Diffusing body language responses

1. Social distance
2. Sideways stance, step back
3. Intermittent eye contact
4. Relaxed body posture
5. Palms open
6. Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

1. Allows a more considered response
2. Time to make a 'dynamic' risk assessment and seek assistance
3. Allows other person 'take up' time to make their own choices
4. Build confidence in students that you are in control
5. students need to feel that adults are in control.

In the event of a serious incident eg a fight, staff should:

1. Give clear and immediate instructions – “stop fighting, stop fighting”
2. Send for assistance
3. Spell out sanctions
4. Remove the 'fuel' by clearing the 'audience' away
5. Be a witness
6. Intervene physically if confident and having assessed the degree of risk- if not, call for assistance

See the physical intervention policy

Only the Headteacher with the Governing body and Directors, has the power to exclude students on disciplinary grounds. (See also Exclusion Policy)

Use of restraint and reasonable force

Reasonable Force is deemed to be in line with the definitions agreed and actions rehearsed during initial and on-going training White Trees Independent School staff receive with regard to restraints and health and safety. Such training is administered by fully qualified staff. We are guided by the DfE guidance on 'Use of reasonable force'. All events are logged in the relevant books, and reviewed by the Principal weekly.

(See Physical Restraint policy and Educational School Visits policy)

Training teaching staff

On-going training in behaviour management, positive psychological approaches and ways to develop positive relationships is offered at White Trees Independent School This assists with ensuring that there is a consistent approach in both consequences and celebrating success. White Trees Independent School also have access to support via their Consulting Educational Psychologist in an effort to help students maintain a positive behavioural approach to their education, as well as to offer helpful strategies to staff when there are difficulties

Teaching staff with responsibility for students have the power to discipline those whose behaviour is unacceptable or who fail to follow a reasonable instruction. Their power to discipline applies to student behaviour in school and outside school, in certain circumstances. See DfE Behaviour and Discipline in School <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Searching Students

Teaching staff can search students with their consent for any item that is banned by the school. Teaching staff authorised by the Principal have the power to search students or their possessions, without consent, where they suspect the student has weapons, alcohol, illegal drugs and stolen items. (See DfE advice on Searching, Screening and Confiscation <https://www.gov.uk/government/publications/searching-screening-and-confiscation>)

Equal Opportunities

In matters of discipline the only criterion that is used is the student's behaviour, in the context of his/her individual needs, and irrespective of race, religion, socio-economic background, gender or disability.

Staff endeavour at all times to help students understand why consequences or rewards are being applied, to help the student develop a clear understanding of the consequences of all their actions.

